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UNIVERSITY OF ALBERTA

KEY INDICATORS OF JOB EFFECTIVENESS OF CORRECTIONAL OFFICERS AT THE EDMONTON REMAND CENTRE

by

C.W. (BILL) GRIFFIN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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IN

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Date: April 19, 1993

Dedication

This thesis is dedicated to

Correctional Officers Everywhere

ABSTRACT

The problem addressed by this study was to identify key indicators of job effectiveness of correctional officers at the Edmonton Remand Centre. The researcher hoped to determine what tasks the correctional officers were expected to perform and to find out what skills, knowledge or pesonality traits were important in executing these tasks.

It was decided that an ethnographic study of correctional officers would be conducted using the developmental research sequence advocated by Spradley (1979). The twelve steps in the process were as follows: Locating the informant; interviewing the informant; making an ethnographic record; asking descriptive questions; analyzing ethnographic interviews; making a domain analysis; asking structural questions; making a taxonomic analysis; asking contrast questions; making a componential analysis; discovering cultural themes; and writing the ethnography.

Five major themes/roles relating to job effectiveness of the correctional officer emerged from the data, as follows: The correctional officer as a custodian; the correctional officer as a care giver; the correctional officer as a communicator; the correctional officer as a co-worker; and the correctional officer as a character model.

An effective correctional officer is one who humanely cares for inmates, provides secure custody and controls movement within the correctional centre. Key indicators of his/her job effectiveness are found in the positive manner in which various tasks are executed through personal confidence, patience, sensitivity, thoroughness, responsiveness, and extensive knowledge of institution rules and regulations.

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CHAPTER I

INTRODUCTION TO THE STUDY

The Edmonton Remand Centre

To the undiscerning eye, the foreboding grey cement building known as the Edmonton Remand Centre is a mundane seven-story structure in the heart of the city. Daily, thousands of Edmontonians pass by this site, giving the barred windows a grateful glance as they realize that society's undesirables are securely locked away. The bulk of the population totally ignores this place and allows it to pass into the insignificance of another downtown building.

In reality, however, the building is the stage upon which a drama of unparalleled consequence is played within the lives of over 600 men and women known as inmates. During each eight-hour shift, the sole care, custody and control of the 600 inmates rests upon the expertise, skill and training of 58 men and women known as correctional officers. Unknown, forgotten in their occupation, often ridiculed by society, these individuals have chosen to make corrections and the Criminal Justice System their career. The daily care for the physical needs of 600 inmates -- ensuring that they are securely yet humanely housed, controlling such a vast array of often complex and

difficult individuals, transporting inmates efficiently to and from other institutions, hospitals and law courts--is a demanding and vital responsibility of the 58 correctional officers employed during their eight-hour shifts.

It has been well documented that correction officers work in a stressful environment. Norvell (1990) identifies inherent stressors, which include: threat to personal life and safety; hostile interactions from inmates; administrative stressors, such as poor equipment, crowded conditions and an overload of paper work; and societal stressors, such as lack of public support and close scrutiny of behaviour by courts and politicians. The Edmonton Remand Centre is no exception to this stress-filled environment. The 600 inmates are housed in a building designed for 250; the lighting and the air exchange have recently come under close scrutiny and have been found to be inadequate. Despite these negative factors, individual correctional officers at the Edmonton Remand Centre are achieving corrections' goals of protecting the public and caring for the offender (Alberta Correctional Services, 1988).

Overview of the Problem

Lombardo (1989) contends that guards feel ineffective in their jobs, but stay on the job as a result of the pay cheque and the retirement benefits. According to

Lombardo, guards adjust to the lack of recognition, respect, or opportunity for advancement as a result of monetary needs. When Douglas Agar (1988) evaluated the Alberta Solicitor General Correctional Services, Correctional Officer Basic Training course, he concluded that the five-week course fulfilled the immediate job-related needs of officers with regard to security and custody, but he did not explore the area of job effectiveness. Marcia Leibel (1991) compiled a report suggesting that "Fort Saskatchewan Correctional employees were willing to participate in needs assessment, planning, design, implementation, and operations of an employee program which aimed to enhance employees' experience of personal and job satisfaction" (p. 2). These studies indicate that further research was required to determine how correctional officers feel about their job effectiveness.

The skills and knowledge required by the Alberta Department of Justice correctional officer at the Edmonton Remand Centre are compiled for this study using the DACUM process (Developing a Curriculum, in Adams, 1975). Through the DACUM process, five major skills and knowledge areas were identified in 1983, and updated in 1991. From the five identified areas, three areas are examined in this study because of their similarity to the three major cultural themes/roles which were developed. They are: (a) operational procedures; (b) security skills; and (c)

interpersonal and professional development skills. Examples of operational procedures include knowledge and use of policies and procedures, relevant forms, and the classification process. Examples of security skills include supervising inmates, maintaining centre security, conducting searches, writing reports, and meeting and maintaining established standards. Examples of interpersonal and professional development skills include developing and demonstrating communication skills, working in a team setting, managing stress, understanding inmate psychology, knowing and developing an understanding of inmate cultures, developing a professional image and attitude, and establishing personal goals and career path (DACUM review, Alberta Department of Justice, June, 1991).

Because the correctional officer of the 1990s is faced with new and complex problems (Kauffman, 1988), this study provided each research participant with an opportunity to indicate the variety of skills and knowledge which he/she employs in order to achieve occupational success. It was not the intention of this study to dispense with the DACUM process, rather, to use the DACUM as a guide to determine key indicators of job effectiveness of today's correctional officer at the Edmonton Remand Centre. The three skills and knowledge areas of the DACUM identified above were used to guide the exploration of the key indicators of job effectiveness of the correctional officer.

Statement of the Problem

The focus of the research problem is to identify key indicators of job effectiveness as perceived by Alberta Department of Justice correctional officers at the Edmonton Remand Centre.

Definitions of Terms

Correctional officer: One who is responsible for the custody, treatment and training of incarcerated adult offenders (Alberta Department of Justice, Correctional Services Division, 1988).

Dacum: An acronym for the term Developing a Curriculum, it is a systematic approach to the identification of skills and knowledge (Adams, 1975).

Department of Justice. The current Department of Justice was established in December of 1992 to incorporate the Alberta Solicitor General Department and the Alberta Attorney General Department. The Alberta Solicitor General Department, established in 1973, had responsibility for Motor Vehicles, Law Enforcement, Correctional Services, Protection Services, Native Services, and Native Land Claims.

Edmonton Remand Centre. The Edmonton Remand Centre accommodates accused persons awaiting court appearance or trial, convicted persons prior to sentencing, sentenced persons either awaiting transfer to federal or provincial

centres or with charges pending, federally sentenced inmates awaiting appeal hearings, parole and temporary absence permit violators, and persons being detained by the police or immigration authorities.

Ethnography: the classification and description of human culture.

Key indicators of job effectiveness. These are observable manifestations of an employee who meets or exceeds all correctional officer job standards as set out in the Alberta Department of Justice employee performance appraisal. Key indicators of job effectiveness are those personality traits, skills, knowledge, attitudes and competencies that enable a correctional officer to execute his/her job successfully.

Significance of the Research

The research executed by this study culminated in a portrait of the effective correctional officer. Through interviews and observations of correctional officers at the Edmonton Remand Centre, the key indicators of job effectiveness became visible as each officer carried out his/her job. These key indicators revealed the importance of each correctional officer's personality, attitude, knowledge and skills. Therefore, this research could be a valuable resource in the areas of setting criteria for

hiring, staff training, management expectations, and recommendations for future training.

Assumptions

This research was based on the assumption that respondents would be able and willing to honestly and openly verbalize the key indicators of job effectiveness as they perceive them.

Delimitations

A conscious effort was made to build into the research design the following delimitations in order to realize a factual document: (a) this research was delimited by the use of a single correctional centre in Alberta, the Edmonton Remand Centre; and, (b) the identification of key indicators of job effectiveness narrowed the field of study to focus upon skills and knowledge required by the officer to execute his/her job effectively.

Limitations

A number of limitations warrant acknowledgement. The first of these stem from the fact that the Edmonton Remand Centre is a temporary holding institution, rather than a

sentenced institution. For example, another institution might put greater emphasis on rehabilitation and the correctional officer might therefore put a different emphasis on their perception of effective work. The emergent theme of the major importance of custody and security is certainly true at the Edmonton Remand Centre.

The second limitation of this study lies in the fact that the researcher's search was focused on indicators of job effectiveness and thus ignored or overlooked the incidence of negative job performance. The researcher did not report or analyze any incidence of poor job performance due to concentration on isolating the many positive indicators.

The third limitation depended on participants responding honestly without fear of reprisal. This limitation was overcome by passive observation of the officers at work. It was determined that very little discrepancy occurred between the correctional officers' statements in their interviews and the circumstances witnessed on the job. The researcher concluded that the participants responded with a candid, honest attitude.

Finally, the fourth limitation deals with validation of this study. Validation was attempted through the use of direct observation of behaviour after interviews were conducted, to determine whether the actual behaviour of the participants agreed with their expressed attitudes, opinions and answers.

Summary

It was established in the introduction that the occupation of a correctional officer can be demanding, stressful and, at times, frustrating. It was also confirmed that correctional officers provide a vital and essential service in our society. The Edmonton Remand Centre securely and humanely houses 500 to 600 inmates each day. The inmates' care and custody are the responsibility of the correctional officer. What makes the correctional officer effective in his/her job? What are the key indicators of job effectiveness of the correctional officers at the Edmonton Remand Centre? A single institution was chosen in order to narrow the field of study. It was decided to use the existing DACUM as a guide in identifying the skills and knowledge required of the correctional officer and discover the ways in which the correctional officers are executing these skills effectively.

The literature review which follows provided the researcher with a foundation of the work of a correctional officer as it explored the history of prison work, a psychologist's study of prison guards, and the Alberta Department of Justice DACUM.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a review of the literature as it relates to job expectations of the correctional officer. Before any indicators of job effectiveness could be revealed, it was essential that the researcher become acquainted with the skills and knowledge included in a correctional officer's job description. Therefore, section one of this review examines the DACUM process and the skill lists prepared by the Alberta Department of Justice in 1991. Section one also includes a review of the Alberta Correctional Services in relation to correctional officer job expectations and the ethics of the American Correctional Association. Finally, the complex roles of today's effective correctional officer are discussed and contrasted with the effective officer of the past.

Section two explores the in-depth study of professor Lucien Lombardo (1989). Professor Lombardo's exploratory research was carried out at New York State's Auburn Correctional Facility. Lombardo's goal to "professionalize" (p. 5) prison guards and to free them from past officer stereotypes is congruent with the

problem of the research at hand, that is, discovering key indicators of job effectiveness.

Section three addresses the research pertaining to the advantages and results of an officer executing his/her job effectively.

This literature review provides a basis and a rationale for the study.

DACUM Process

DACUM, the acronym for Developing a Curriculum, is a systematic approach to the identification of skills (knowledge, psychomotor skills, and/or attitudes) required by an individual to successfully perform job responsibilities and/or to be successful in a career. In other words, the DACUM system of curriculum development essentially is a set of procedures which can be used to make occupational training more effective (Adams, 1975).

The organizational plan that results from the DACUM process provides a map or guide for the instructor, as well as assistance in making decisions about the management of instruction. Thus, DACUM can be defined as a single-page knowledge and skill profile that serves as both a curriculum plan and an evaluation instrument for occupational training (Adams, 1975, p. 9).

DACUM originated with the American Airforce during World War II when they realized a great need to train competent fighter pilots in a minimum amount of time.

During the 1960s, it was further developed by the Experimental Projects Branch, Canada Department of Manpower and Immigration, working with the General Learning Corporation of New York. As a result of this early work, an experimental model for a typical occupation was developed and introduced in Canada as a model for further application in 1968 (Department of Manpower and Immigration, 1971, p. 10).

When Holland College (Charlottetown, Prince Edward Island) was inaugurated in 1970, it took as its curriculum model the experimental DACUM model developed in 1968. Since then the DACUM system has been developed and popularized by Holland College, and has been increasingly used by colleges and educational consulting firms across Canada (Department of Manpower and Immigration, 1971).

The DACUM process involves a number of steps, the first three or four being truly "curriculum development":

> Step 1. Development of the DACUM chart- through controlled brainstorming of job requirements by a group of 8 to 15 knowledgeable persons working with a group leader.
>
> Step 2. Validation of the DACUM chart - a perception check or verification of the competencies identified by a larger sample of the total population.
>
> Step 3. Development of course maps - a grouping of the competencies into modules, courses, etc., by a group of professional educators using information gathered during the validation process.
>
> Step 4. Development of courseware - the identification of course objectives, resources, teaching and evaluation strategies and methods, etc., by a professional educator

working with a modified nominal group of knowledgeable persons.

Step 5. Delivery of learning materials - in a format consistent with the objectives, client group needs, etc.

Step 6. Evaluation and revision of courseware, etc. (Adams, 1975, pp. 9-10)

These six steps of the DACUM process were used by the Alberta Department of Justice to develop a list of the skills and knowledge required by the correctional officer. It was important for this research to review those skills and to highlight the skills and knowledge relevant to job effectiveness at the Edmonton Remand Centre. Three of these main skills have been included in this review, because of their similarity to the three major cultural themes which were developed. They also provided a foundation for the research of officer job effectiveness.

Operational Procedures

- Know policies and procedures
- Know and use relevant forms
- Know and understand classification process
- Use Communication and Information System

Security Skills

- Supervise inmates
- Maintain Centre security
- Conduct searches
- Write reports
- Meet and maintain established standards
- Display an understanding of substance abuse detection techniques

Interpersonal and Professional Development Skills

- Develop and demonstrate communication skills
- Work in a team setting
- Manage stress
- Understand inmate psychology

- Know and develop an understanding of inmate cultures
- Develop a professional attitude
- Establish personal goals and career path

These job skills became a basis for discussion during the interviews of the correctional officers and provided a useful resource when observing the officer on the job. The DACUM (1991) identified the skills and knowledge required by the correctional officer and it was the intent of this research to discover how the correctional officer at the Edmonton Remand Centre effectively carried out these skills.

Goals of the Alberta Correctional Services

The Alberta Correctional Services Mission Statement.

Another resource that assisted in clarifying the skills and knowledge required of the correctional officer was found in the mission statement of the Alberta Correctional Services. The Alberta Correctional Services Mission Statement (1988) states:

> It is the mission of Alberta Correctional Services to protect society from persons who engage in criminal behaviour, by supplying a range of community supervision and incarceration programs, and by providing offenders with assistance and opportunities to become law-abiding citizens. (p. 3)

One principle of program delivery stated:

> Correctional staff will be appropriately qualified and trained to carry out the mission of Alberta Correctional Services in accordance with the stated principles of program delivery. (Alberta Correctional Services Mission Statement, 1988, p. 3)

One objective of program service dealing with staff training states:

> To provide staff with the skills and career opportunities necessary to permit a high level of job performance and job effectiveness. (Alberta Correctional Services Mission Statement, 1988, p. 5)

The inclusion of the goals of the correctional services provided this researcher with job expectations of the correctional officer. Success in achieving these goals would indicate a job effectively done.

American Correctional Association

American Correctional Association Code of Ethics. The code of ethics prepared in 1981 by the American Correctional Association provided further expectations of the correctional officer. An officer at the Edmonton Remand Centre who successfully manifested the ethics listed below would once again point to an indicator of job effectiveness.

> The American Correctional Association expects of its members unfailing honesty, respect for the dignity and individuality of human beings, and a commitment to professional and compassionate service. To this end we subscribe to the following principles:
>
> - Relationships with clients/colleagues/other professions/the public: Members will respect and protect the civil and legal rights of all clients.
>
> - Members will serve each case with appropriate concern for the client's welfare and with no purpose of personal gain.

- Relationships with colleagues will be of such character to promote mutual respect within the profession and improvement of its quality of service.

- Statements critical of colleagues or their agencies will be made only as these are verifiable and constructive in purpose.

- Members will respect the importance of all elements of the criminal justice system and cultivate a professional cooperation with each segment.

- Subject to the client's rights of privacy, members will respect the public's right to know, and will share information with the public with openness and candour.

- Members will respect and protect the right of the public to be safeguarded from criminal activity. (American Correctional Association, 1977, p. 145)

These visible signs of honesty, respect, dignity and openness advocated by the American Correctional Association were possible indicators to be observed during the interviewing of the participants in the researcher's study of the correctional officers.

Roles of Today's Correctional Officer

It was important that the researcher become aware of the changes in prison history and the changes in correctional officer expectations. Since some officers at the Edmonton Remand Centre have been influenced by older officers, literature that contrasted effective officers past and present would provide insight into why they perceived their effectiveness in their unique way.

The Effective Officer of the Past Contrasted with the Complex Roles of Today's Effective Correctional Officer

Over the years, the correctional officer's duties have changed from simply guarding inmates by the use of force (Clemmer, 1940; Jacobs, 1978; Sykes, 1970) to using interpersonal and professional development skills. No longer can the correctional officer rely on punishment and threat to control, as was the case in the past (Hepburn, 1985).

A correctional officer who relies on skills and knowledge learned 30 years ago is not considered very effective in today's society. Early in prison history, the correctional officer was known as a "watchman" (Shearer, 1971, p. 139). "One or more of them shall patrol the yard carefully examining every portion of it in the course of their rounds; see that all is safe and upon any emergency apprise the night overseers" (Prison Discipline Society, 1972, p. 85). "Keeper" was another name given to the early correctional officer. The "keeper" was literally the "keeper of the keys," which was considered a significant task.

During the late 1800s, a military posture was taken and a guard was called a "subordinate" officer. Subordinate officers were encouraged to deal with a refractory prisoner by "breaking the man's spirit by punishment" (Report of Executive Committee of Prison Association, 1869, p. 123).

By the 1920s, the "profession of corrections" was a mixture of religion, medicine and education. The correctional profession would include criminologists, wardens, doctors, dentists, psychiatrists and guards. However, during the late 1960s, a distinction between professional and non-professional functions was drawn. Correctional officers were seen as custodial personnel who "man the walls, supervise living units, escort inmates to and from work, and supervise all group movement in the institutions" (Task Force Report, 1967, pp. 95-96).

Many elements of the effective officer of the past exist today: Today's officer must still be a watchman, a keeper, a supervisor, an officer; but today's correctional officer must balance Goffman's (1961, pp. 74-83) concept of "people work" with Merton's (1961, pp. 9-57) description of the "bureaucrat." People work encourages the correctional officer to interact with inmates as individuals and to deal with human problems of inmates on a personal level. Bureaucratic work pulls the officer in the opposite direction and encourages the correctional officer to adhere strictly to formal procedures, as well as to provide impersonal and stereotyped responses to individual problems.

In a study conducted by Marcia Leibel (1991, p. 2) at Fort Saskatchewan Correctional Centre, she found that officers identified numerous changes in the organizational structure in recent years and that the move to "living

unit" facility from a "cell block" facility required changes in the role of supervisors and line staff. Such changes, according to Craddick (1970, p. 54) and Hepburn (1980, pp. 74-76) require greater human relations and communication skills on the part of the correctional officer, in contrast to punitive physical force as outlined by Carroll (1974, p. 9) and Crouch (1980, pp. 5-45). It became the intention of this researcher to discover how the correctional officer effectively blended his/her complex roles and handled conflicting expectations.

Review of Lombardo Study (1989)

Professor Lombardo's comprehensive book on correctional officers provided this study with an in-depth view of the correctional officer. After exploring the historical perspectives of correctional officers, Lombardo presents a sensitive, accurate portrait of the correctional officer at work at the New York State Auburn prison. Lombardo's (1989) study includes reasons for becoming a correctional officer, role conflicts, institutional problems, and reasons for job dissatisfaction. The main reasons for job dissatisfaction follow what Herzberg (1966, p. 25) would identify as hygiene factors, salary, environment, benefits, and fellow staff. On the other hand, Herzberg would say that correctional officers would be satisfied if they felt

their work was challenging, recognized and if they had a chance to achieve and grow. Barrington (1987) concurs by emphasizing that "when correctional officers begin to feel that they do make a difference and they are crucial to correctional goals, job effectiveness and professional self-esteem of correctional officers increase" (pp. 116-120).

It would appear that as the correctional officer becomes more satisfied with his job through challenging work, recognition for a job well done, achievement of correctional services goals, and a chance to grow and receive more responsibility, his/her effectiveness on the job improves as well.

Results of Effective Employees to Alberta Department of Justice

A study conducted by Poole and Regoli (1983, pp. 63-70) found that professionalization of correctional staff reduced cynicism, role conflict and work alienation among correctional officers. Professionalization could be linked to the areas of job satisfaction as outlined by Herzberg.

Further literature review indicated that correctional officers who feel they are satisfied in their interactions with inmates, display less stress and brutality (Lombardo, 1989, p. 174).

A dominant suggestion in today's literature is that correctional officers be allowed some decision-making

opportunities (Hasenpuch, 1976; Hepburn & Jurik, 1986): decision making provides the individual with personal satisfaction and a feeling of being effective in his/her chosen career.

Finally, according to Lombardo (1989), effective prison guards make prisons more fair, safe and humane for the inmates, and this reflects favourably on us as a civilized nation.

Summary

This literature review determined that the DACUM identified the skills and knowledge necessary for the correctional officer to execute his/her job. It also revealed that both the Alberta Correctional Services and the American Correctional Association provided attainable goals which an effective correctional officer could achieve. It was discovered that job effectiveness as it pertains to prison perspectives and expectations has changed throughout the years.

Professor Lombardo's study not only provided the researcher with a comprehensive background of prison guards, but also a link between job effectiveness and job satisfaction.

The benefits of the effective correctional officer, to society and to the prison system, became very apparent and provided continued motivation for this study.

CHAPTER III

METHODOLOGY

Rationale for Developmental Research Sequence

The Ethnographic Study

During this study, using the tools of ethnography, the researcher set out to identify the key indicators of job effectiveness of the correctional officers at the Edmonton Remand Centre. According to Spradley (1979), ethnography is the work of describing a culture. The task of the researcher was to grasp correctional officers' point of view, their relationship to their work, to realize their perceptions of an effective officer. Because the researcher hoped to discover new perspectives and to learn from the correctional officers what they have learned from their daily experience, Spradley's developmental research sequence (D.R.S.) offered a tremendous opportunity to systematically view the effective correctional officer through their eyes. The D.R.S. provided a tool for the researcher to step outside the narrow skills described in DACUM (1991) and to understand the Edmonton Remand Centre from the viewpoint of the actual officers who daily performed the tasks. The ethnographic approach was a qualitative investigation

centred on one organization, using ethnographic interviewing and participant observation. Listening, watching and allowing the officers to become the teachers provided a systematic method for discovering emergent themes of the various roles of correctional officers and the emergent key indicators of their job effectiveness. The researcher decided to follow the steps outlined by Spradley (1979) in his D.R.S. method.

According to Spradley (1979), every social situation can be identified by three primary elements: a place, actors, and activities. Spradley's qualitative research model is illustrated in Figure 1. The place in which this study was conducted was the Edmonton Remand Centre. The actors involved in the study were the correctional officers and inmates who were engaging in activities within the centre. The activities that took place within the social situation involved the correctional officer carrying out custody, care and control of the inmates.

Locating an Informant or Participant

At the time of this study, the Edmonton Remand Centre employed 189 correctional officers. Each eight-hour shift required 58 officers to carry out the care, custody and control of the inmates. With the realization that only officers with proven records of effective work could act as participants, it remained the task of the researcher to select a minimum of seven officers to provide the acquired

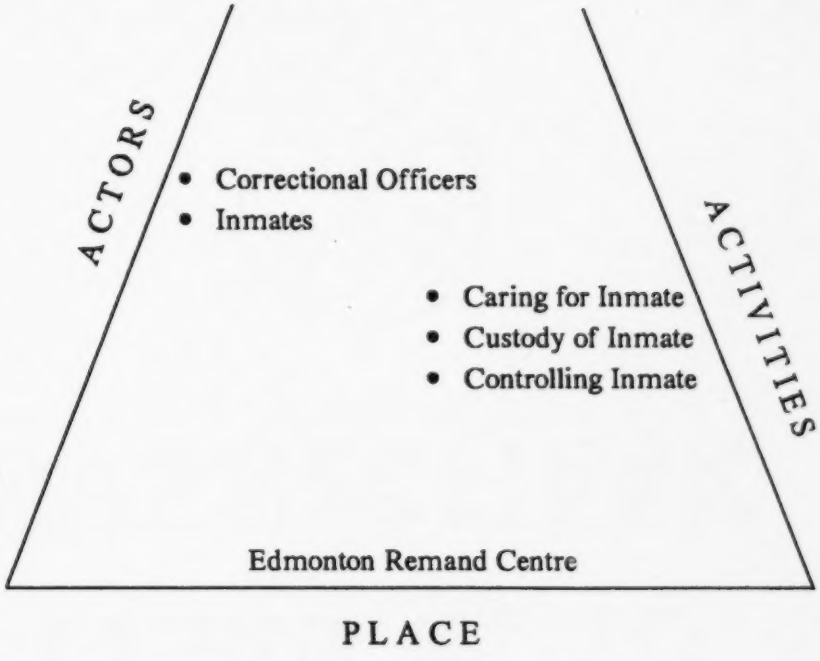


Figure 1. Locating a Social Situation

knowledge which an effective correctional officer possesses. The participants in this study comprised seven correctional officers at the Edmonton Remand Centre. Although Spradley refers to all his interviewees as "informants," the term was deemed inappropriate for this study because of the negative prison connotations. An informant in a prison system is an inmate who informs or tells on another inmate. Therefore, throughout this study, the term "participant" was used to denote the cooperating correctional officers.

A panel of three senior managers working at the Edmonton Remand Centre, who are representatives of the present-day philosophy of corrections, were asked to identify a pool of ten research study participants. The senior managers were given purposive sampling criteria that would provide correctional officers with varied backgrounds. The important criterion was that all participants must be considered an asset to the Edmonton Remand Centre and effective in their jobs, the effectiveness in their jobs to be identified by the annual performance appraisal executed by the Edmonton Remand Centre. All participants had to be willing to participate, to be interviewed and observed. It was also recommended by the researcher that the panel consider such factors as age, gender, work classification, duration of employment, educational level and shift schedule. Due to time constraints, it was felt that five to ten officers

would provide the necessary indicators of job effectiveness.

Although ten participants were requested for the study, it was agreed that a minimum of seven officers would be acceptable; because of shift difficulties during observation, seven officers were chosen. During the selection, the researcher recommended that at least one female officer, one Native officer, and three officers over the age of 30 years be selected, hoping that this variety would reveal any obvious differences in effective work due to age, race or gender. It was further recommended that at least three of the officers possess the criminal justice certificate granted by Grant MacEwan Community College in Edmonton or Mount Royal College in Calgary, and that at least three of the officers have more than five years' experience at the Edmonton Remand Centre. The last two criteria were expected to reveal the influence of post-secondary training and years of experience.

The Research Site

An important part of the ethnographic record was the description of the Edmonton Remand Centre and the reason for choosing it as a research site.

The Edmonton Remand Centre was chosen as a research site because of its accessibility over a period of time

and the cooperation from the administration and correctional staff.

The fact that the researcher was known to the department and staff at the Edmonton Remand Centre enhanced the cooperation of those involved in the study. All participants had gone through the correctional officer basic training at the Alberta Department of Justice Staff College where the researcher has worked for several years.

During the time of the study, September to November of 1992, relatively calm and normal activities took place within the Centre.

The Edmonton Remand Centre was opened in 1979 as a modern seven-floor, high-rise building featuring innovative electronic control systems and functioning as a maximum security facility. The Centre incorporates remotely operated security doors and elevators, and closed-circuit television monitors inmate movement within the Centre. A central control area monitors security systems in the building as well as controlling the interlocking pedestrian and vehicle sally ports, which restrict movement into and out of the Centre's internal security area. The Centre is connected by a series of tunnels to the Edmonton Police Headquarters, the John E. Brownlee Building, Queen's Bench and Provincial Court Building, in order to facilitate secure, controlled movement of inmates from the time they are arrested until they are sentenced and transferred or released.

The fourth floor cell block area used by the researcher as an observation unit is comprised of 28 cells. The cell block area is located to the right of the main entrance on two tiers, with 14 cells on each tier. Each cell is secured by use of a solid sliding door, operated electrically by the correctional officer from his/her work station. These solid doors, with a small window to allow the correctional officer to view the inmate when doing rounds, provide a degree of privacy in an atmosphere that has little of this to offer. Each cell within the cell block is equipped with a bed, desk, chair, locker and the inmates' personal effects.

Immediately adjacent to the cell area are the food servery, recreation, shower and television viewing areas. All inmate movement within the cell block is visible from the correctional officer station, through windows located on two sides of the cell block. This enables the correctional officer to view the entire cell block without entering this area. Outside the cell block, there is a cleaning supply room, bathroom and offices used by legal aid and the shift supervisor. Three elevator connections to this floor are located between the correctional officer station and the medical office area. Inmates are brought to the floor on the elevators, and then admitted to the cell block or medical unit by the correctional officer escort.

During the researcher's observation, the fourth floor area was clean and well supervised. There was a relaxed environment, with inmates being allowed to participate in recreation activities such as playing pool or watching television. Despite the relaxed atmosphere, the heavy doors, locks and presence of television monitors gave a feeling of despair. Lack of natural and only minimal artificial lighting in some areas of the cell block only added to this feeling of despair.

Data Gathering

The data for this research consisted of a demographic questionnaire revealing age, gender, experience, previous work experience, and education. Interviews with individual officers were recorded and transcribed, and the researcher then observed individual officers on two shifts, noting both their specific tasks and the indicators of their job effectiveness.

Safeguarding the Participants' Rights, Interests, and Sensitivities

According to the principles of professional responsibility (1971), the anthropologist must do everything within his/her power to protect the individual's physical, social and psychological welfare as well as to honour the individual's dignity and privacy. To accomplish this, each participant was provided with a

background to the study and informed as to how the results would be used. It was also explained at this time that all information obtained would be anonymous and confidential, and that participants were free to opt out of the process at any time. Participants were asked to sign the consent form (see Appendix H) at the time of the first interview.

All seven participants preferred to remain anonymous. Only the positive elements of their work were being researched, thus none felt that his/her job would be jeopardized by this study. Nevertheless, all field notes and final reports refer to the participants as officers A through G, and no reference is made to the gender or race of an officer.

Interviewing the Participants

In qualitative study, the interview as a research technique is noted for its adaptability, permitting greater depth in data collection (Borg & Gall, 1989).

Two officers were chosen to participate in the pilot study. Since these two pilot interviews were successful and no significant changes were needed to the interview process, it was decided to include them in the final results and to proceed with data collection.

Because the researcher was a former correctional officer and personally involved in the field of corrections, cultural meanings were shared, making the

task somewhat easier. Nevertheless, because the researcher is presently in staff training, the problem of tacit knowledge was considered. Due to their fear of reprisals, the participants did not express in direct ways certain things; the researcher had to draw some generalizations and make some inferences by observing their interactions with inmates and by watching the way in which they provided care, custody and control to the inmate population. Each interview was taped verbatim and transcribed by the researcher for future analysis. An initial interview was conducted to determine their willingness to participate as well as to schedule a second interview approximately one hour in length to explore the questions outlined in Appendix I. The questions were intended to be a spring-board for discussion. As the interviews progressed, the conversations flowed from vague and hazy to specific and defined. The interviews started out as a friendly conversation establishing a rapport between researcher and participant. Although the researcher was explicit in explaining the purpose of the research and attempted to direct the conversation toward indicators of job effectiveness, it was not done in an authoritative or demanding manner. Each participant became a teacher, providing the researcher with cultural information about his/her job and reasons for his/her effectiveness.

Discovering Questions from the Participants

The task of the quantitative research is to discover questions that seek the relationship among entities that are conceptually meaningful to the people under investigation (Black & Metzger, 1965). Spradley states that questions imply answers. Both questions and answers must be discovered from the participants (Spradley, 1979). Therefore, the researcher used three strategies as illustrated:

1. Researcher created hypothetical situations:

   If you were a manager, what questions would you be asking when evaluating a correctional officer?

2. Researcher asked the participant:

   What questions could I ask you which would help me discover what makes a great custodian?

3. Researcher asked participants to talk about prison life and their work using general descriptive questions.

Descriptive Questions

These questions were used to encourage the correctional officer to talk about the Edmonton Remand Centre and his/her work. They aimed to elicit a large sample of information and establish knowledge for all subsequent interviews. Descriptive questions established the prison language and the significant tasks that a correctional officer performs. Although this type of

question was primarily used at the beginning of the interviews, descriptive questions were employed throughout the entire data gathering process.

There are five major types of descriptive questions and several subtypes, as illustrated by Spradley (1979).

1. Grand Tour Questions. These questions encouraged the officers to ramble on and on, giving the researcher a large sample of prison terms and correctional officer duties. The following examples of grand tour questions were used:

1.1 Typical grand tour questions:

> If you had to describe your work to someone who knew nothing about corrections, what would you tell them?
>
> Describe for me a typical day shift at the Edmonton Remand Centre.

1.2 Specific grand tour questions:

> On your evening shift last night, describe for me the tasks expected of you from arrival time at 2:45 until departure at 11:00.

1.3 Guided grand tour questions:

> Next Tuesday morning, I plan to go to the Edmonton Remand Centre to observe. Would you explain to me how you handle a cell search and show me exactly how you do it?

1.4 Task-related grand tour questions:

> Could you draw me a map of the fourth floor showing me where the meal trays are picked up, where the inmates go for exercise, where the back-up officer watches his/her partner.
>
> While drawing this map, the participant added a colourful verbal description.

2. Mini-tour Questions. Mini-tour questions were identical to grand tour questions except that they dealt with a much smaller unit of experience:

> Could you describe what you do when you charge an inmate?
>
> Would you draw me an illustration of a cell and its furniture?
>
> Could you describe to me how you would handle a suicide attempt?

The four kinds of mini-tour questions (typical, specific, guided, task-related) were all employed.

3. Example Questions. These specific questions took a single task identified by the officer and asked for an example. The correctional officer said that control was one of the most important aspects of his/her job.

> Could you give me an example of an effective way to control two inmates who were fighting?

These example questions led to stories about actual happenings at the Edmonton Remand Centre.

4. Experience Questions. After many grand tour and mini-tour questions had been asked, the researcher asked the participants to describe satisfying experiences which they have had when caring for inmates effectively. They were further asked to describe an effective technique which they had experienced to combat boredom and carelessness. These questions were open-ended and the officers enjoyed sharing their positive experiences.

5. Native Language Questions. Since the researcher was a correctional officer many years ago, the problem of prison language was minimal. However, some native language questions were asked:

> What do you call the process of searching an inmate?
>
> What is your term for a sex offender?
>
> How do you refer to an inmate who requires psychiatric care?

Through these descriptive questions, the backbone of the study was formed and the effective correctional officer began to emerge.

The next stage involved the researcher's participant observations of the officers on the job. The skills expected by each officer were expanded and analyzed. Each officer's perceptions of his/her job and his/her ability to effectively carry it out were contrasted and compared. Discrepancies between what was said and what was actually done were noted and analyzed.

Types of Participant Observation Used

Spradley (1979) views the researcher's observations along a continuum of involvement from non-participation to complete participation (p. 58). The researcher chose passive participation due to the responsibilities of the officer under observation. The researcher became a bystander, a spectator from his observation post assigned to him by the correctional officer in charge of the cell

block. In this passive setting, discrepancies or confirmation of the participant's verbal interviews were revealed. Notes were taken and later analyzed. According to Spradley, complete participation would transpire when the researcher was able to effectively execute the tasks of a correctional officer and actually participate with the correctional officers in their work. Although it was possible to ask a participating officer to demonstrate a cell search, it was impossible for the researcher to conduct active or full participation due to prison security.

As a participant observer, the researcher was specifically observing effective ways in which the correctional officer executed his/her tasks. The researcher sought to become explicitly aware of routine things such as delivering mail to an inmate or the efficient manner in which the observed officer secured his keys. Routine, mundane tasks which the officer automatically executed were observed, noted and analyzed. Through these observations and the subsequent analysis, key indicators of job effectiveness became apparent. The effective officer systematically secured keys in a belt or a pocket; the effective officer displayed common courtesy and positive interaction when delivering mail.

Focused Observation

Through the entire observations, the researcher focused on skills knowledge and attitudes that made the correctional officer effective in his/her work. Using structural questions, the researcher was able to form categories of prison tasks that could be sub-divided into smaller categories. Spradley (1979) refers to a large category as a cover term; the smaller categories are referred to as included terms; the relationship between the cover term and the included term is referred to as a semantic relationship. Each domain consists of a cover term, an included term, and their semantic relationship. It was the task of the researcher, during the focused observations, to observe and record these categories or domains expanding them through structural questions.

Structural Questions

Structural questions were used to expand the categories and discover the different ways of performing effective work at the Edmonton Remand Centre. The principles for structural questions advocated by Spradley (1979) served as a guide for the researcher. Structural questions were concurrently used with descriptive questions. Structural questions amplified or expanded the descriptive questions. Structural questions were repetitive. The myriad of tasks required by the correctional officer could only be discovered by constant repetition of the same question. When asking structural

questions, the context principle was utilized by providing a specific prison setting for the question. Finally, the explanation principle of providing background information before asking the question was used. These four principles of Spradley -- concurrent principle, explanation principle, repetition principle, and context principle -- were successfully used in obtaining the necessary knowledge to set up a domain analysis.

Examples of Structural Questions Used

1. Verification Questions: Researcher provides information and requests a "yes" or "no" answer from the participant.

   I have been told that an effective correctional officer has a thorough knowledge of institution rules and regulations. Would you say that acquisition of that knowledge makes a better custodian?

   Verification questions verify the existence of a hypothesized domain, verifies the included terms, and verifies the semantic relationships.

   Cover Term Verification:

   Are there various ways of showing caring in your job?

   Caring became a cover term

   Included Term Verification:

   Would you consider listening to an inmate a way of showing caring?

   Listening became an included term.

Semantic Relationship Verification:

When an inmate is depressed, do you think listening is a way of caring?

The semantic relationship between the cover term of caring and the included term of listening was a means-end.

2. Cover Term Questions: This type of question was constantly used to determine the various tasks within the prison.

What are the various ways the correctional officer shows caring for the inmate?

3. Included Term Questions:

Listening, arranging telephone calls, and identifying problems are all ways of showing caring. Are there other ways to show caring?

4. Substitution Frame Questions: Spradley uses this type of structural question to reinforce an original utterance or thought by a participant. The researcher uses the participant's original statement but leaves one cover term out.

Regular checks for contraband is a way to combat boredom. (Original statement)

Regular checks for contraband is a way to _____. (Substitution frame question)

This type of question made the participants feel awkward and uncomfortable.

The above structural questions formed the backbone of the domain analysis.

Domain Analysis

The descriptive and structural questions, the passive observations, both focused and selective, provided the data for Spradley's domain analysis.

Through the domains outlined in Figures 2 to 7, the symbols of a correctional officer's job became linked to a specific task. In each domain, the participant provided the cover term, the included term and the semantic relationship.

In Figure 2, the cover term of "show caring" is related to the act of arranging a telephone call for an inmate.

In Figure 3, the cover term of "caring" is related to the result that caring for an inmate will lead to changed behaviour.

In Figure 4, the cover term of "control" is used for the application of handcuffs to control the movement of the inmate.

In Figure 5, the cover term of "counselling" is related to a kind of communication with the inmate.

In Figure 6, the cover term of "cell block" is used to indicate a place in the Edmonton Remand Centre.

Finally, in Figure 7, the cover term of "pride" is used to provide a reason for doing a good job.

These domains then became the basis for the emerging themes of the holistic portrait of an effective

Figure 2
Domain Analysis
Semantic Relationship = Means - End

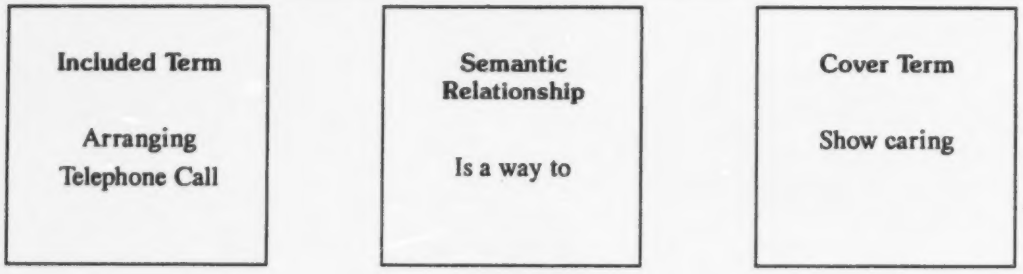


Figure 3
Domain Analysis
Semantic Relationship = Cause - Effect

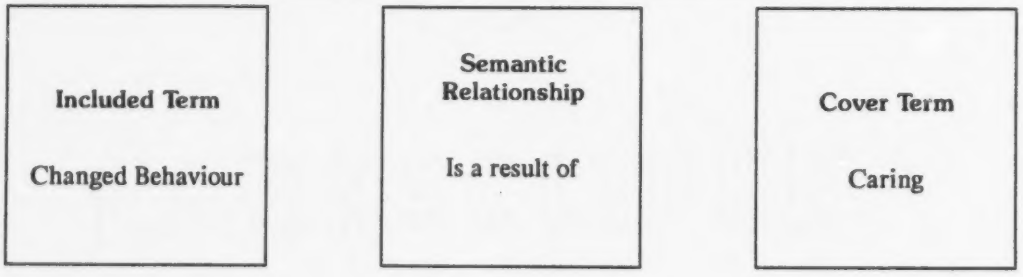


Figure 4
Domain Analysis
Semantic Relationship = Function

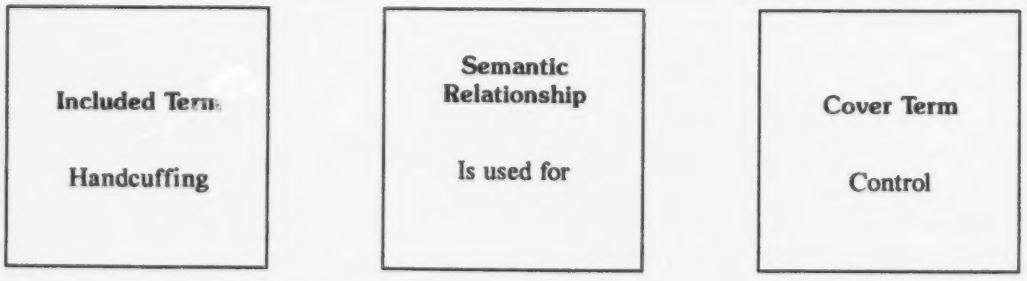


Figure 5
Domain Analysis
Semantic Relationship = Strict Inclusion

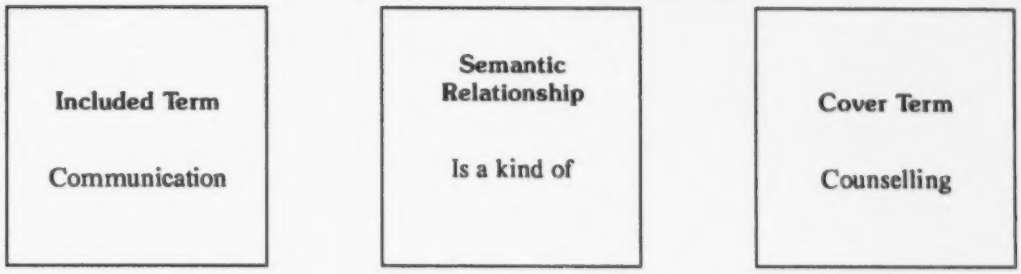
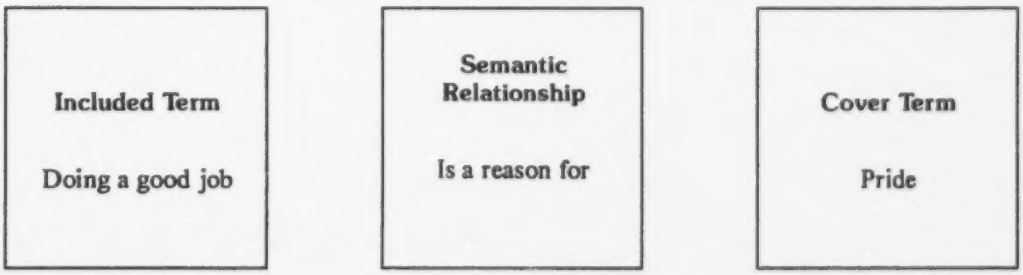


Figure 6
Domain Analysis
Semantic Relationship = Spatial

Figure 7
Domain Analysis
Semantic Relationship = Rationale



correctional officer at the Edmonton Remand Centre (the complete domain analysis can be found in Appendix A).

Taxonomic Analysis

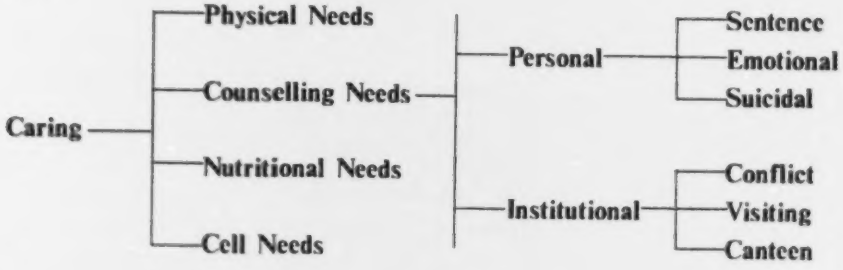
In order to limit the scope of this ethnographic study of effective correctional officers, it was important to conduct an in-depth analysis of areas pertaining to the three main skills identified by the institution's policies and procedures. In the taxonomic analysis, the cover terms of care, custody and control were researched, resulting in large sets of categories organized on the basis of an officer's relationship between the cover term and the officer's effective way of executing it. In this taxonomic analysis, five categories of a caring officer emerged; seven categories of a custodian emerged; and five categories of a communicator with good control emerged.

These categories were obtained from the participants' responses to the descriptive and structural questions. They were observed and verified during the passive observations (the entire taxonomic analysis can be found in Appendix B).

By sub-dividing the officer's skills into smaller component tasks, the key indicators of job effectiveness became more visible.

In order to keep track of the many indicators of job effectiveness that emerged, the researcher created a wall chart schematic diagram which included the domains and

themes. This was completed to assist in visualizing the parts of the cultural scene under study, and to link their relationships, eventually to the final ethnographic description (see Table 3, p. 75).



This type of analysis led to the discovery of 17 categories of correctional officers' work and 101 subsets. These similarities revealed differences and formed the basis for the contrast questions which were incorporated into the interviews.

Contrast Questions

During the taxonomic analysis, two contrasting types of security were revealed: dynamic security and static security. Dynamic security involved the officers' participation in searching and locking up, while static security involved the cell blocks, the bars, and the building construction.

Contrasting situations occurred regularly within the institution. Formal and informal counting of inmates was

conducted. Personal and professional caring was observed. Examples of contrast questions based upon these differences are as follows:

> Would you say that the count taken at shift take-over is a formal or informal count?
>
> Which counts are formal and which counts are informal?
>
> What is the difference between personal caring executed by the correctional officer and professional caring executed by the correctional officer?

Responses to contrast questions provided more useful data in discovering key indicators of job effectiveness of the correctional officer at the Edmonton Remand Centre.

Componential Analysis

Componential analysis is the systematic search for the attributes (components of meaning) associated with cultural symbols. Once again, the three main areas of care, custody and control were analyzed and represented in charts or diagrams. In this analysis, a contrasting set was made from each domain using data obtained from the contrast questions. Professional caring was contrasted with personal caring at the same time. While examining the small details of the correctional officer's tasks, the broader features of an effective officer executing his/her varied roles as one person were charted. In this cultural theme analysis, a holistic view of the officer emerged from the smaller components. Through the domain analysis,

taxonomic analysis and componential analysis of the many detailed aspects of prison work, three major and two minor dominant roles emerged. Simultaneously the key indicators of an effective correctional officer fulfilling these roles were revealed. The cultural themes were recurrent in a number of domains and provided meaningful relationships among the various roles which the correctional officers execute on a daily basis at the Edmonton Remand Centre.

Discovering the Cultural Themes

In the preceding analysis, the tasks of an effective officer were examined and placed in various domains. Several domains were examined for contrasts. After closely examining these domains, five aspects of effective prison work were recurrent in several domains. Spradley (1979) describes culture as a complex pattern. He further describes a theme as a larger unit of thought which is recurrent in a number of domains (p. 186). In this study, the researcher discovered that the effective correctional officer assumes five different themes/roles. The recurrent themes in the 17 domains and 101 subsets became the five dominant roles which the correctional officer executes on a daily basis. Three of these themes were found in several domains, while two of the themes were found in at least three of the domains. The five recurring cultural themes formed the ethnographic portrait of an effective correctional officer at the Edmonton

Remand Centre. These themes or roles not only recurred again and again throughout the study, but they also revealed the relationships among all the domains and presented a holistic portrait of the correctional officer performing all five emergent roles effectively (see Appendix C for complete listing of the five cultural themes).

Writing an Ethnographic Portrait of an Effective Correctional Officer at the Edmonton Remand Centre

After several months of intensive study of the tasks of a correctional officer, analyzing in great detail the meanings encoded in the prison setting, the effective correctional officer became alive -- a true professional executing his/her vital tasks with skill and knowledge. The final portrait was built on the five emergent cultural themes, each theme describing the key indicators of job effectiveness. In this particular culture, it was difficult to separate the emergent themes and the key indicators of job effectiveness. The emergent themes revealed the three dominant roles and two minor roles which an effective officer plays, while the key indicators of job effectiveness were the ways in which the officer effectively executed those roles on a daily basis.

Problems Encountered by the Developmental Research Sequence Method

The researcher experienced few participant problems. A few interviews were cancelled and had to be rescheduled. One participant seemed to remain suspicious and failed to develop a trusting rapport with the researcher. In the beginning stages, the researcher experienced some analysis problems as he felt bombarded with too much raw information and was unsure how to organize this information. The domain and taxonomic analyses helped the researcher to organize the data. Finally, the researcher experienced some difficulty removing his own lens of preconceived ideas and allowing the participants -- the correctional officers -- to become his teachers. Because 30 years had elapsed since the researcher had been a correctional officer, it was important to discard old prison expectations and to become free of stereotypes.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of this research; the chapter is organized around the data-gathering strategy of Spradley's (1979) developmental research sequence. Part one of this chapter presents the results of the participant demographics. Part two presents the findings of the recorded officer interviews, as well as the findings of the direct observation of the correctional officer at work. Part three addresses the tasks expected of a correctional officer. These interviews, observations and task expectations formed the basis for the emergent key indicators of job effectiveness.

Participant Demographics

Based on annual performance appraisals, all seven participants had a proven record of effective work at the Edmonton Remand Centre. Although six of the seven participants had worked at other provincial correctional centres, the one participant who had come to the Edmonton Remand Centre directly from Lethbridge College was equally as effective on the job. Four of the seven participants did not have college education, but had a Grade 12 general diploma. All seven participants had at least three years'

work experience at the Edmonton Remand Centre, but all had less than 15 years' experience there. All seven participants felt that they were effective in their jobs and, when observed by the researcher on their shift exchange, it was evident that each was effective in his/her own unique way. Gender and race did not emerge as key indicators of job effectiveness, nor did age, education or past experience. Thus, participant demographics did not appear to be an important consideration in this study. Tables 1 and 2 depict a graphic picture of participants' demographics and work experience.

Officer Interviews and Research Observations

Part two was designed to document the experiences of a sample of correctional officers who perceived themselves to be effective in their jobs and who were viewed by their managers as effective officers based on the selection criteria identified earlier in the study. While documenting these interviews, the key indicators of job effectiveness began to appear. These findings are based upon both the interviews and the observations.

Table 1
Demographic Information

Officer	Age	Education	College Courses	Pre-Empl. Training	Post-Empl. Training
A	34	12	*C.J.C.	0	2 Days
B	32	12	*C.J.C.	0	5 Days
C	27	12	*C.J.C.	0	2 Days
D	31	12	0	0	3 Days
E	37	12	0	2 Wks	3 Days
F	25	12	0	1 Day	4 Days
G	26	12	0	0	1 Week

* Criminal Justice Certificate

Table 2
Work Experience

Officer	Years Exp.[a] C.O.[b]	Years Exp. E.R.C.[c]	Other Centre Worked	Present Job Assign.	Previous Job Assign.	Preferred Job Assign.	Least Pref. Job
A	5	5	0	A and D[d]	Cell Block	None	None
B	10	8	EYOC[e]	Central Control	Cell Block	Correc. Officer	Cell Block
C	3	3	0	Central Control	A and D	A and D	Lobby
D	4	3	FSCC[f]	Cell Block	Cell Block	None	None
E	11	11	0	Cell Block	Cell Block	Any Place	None
F	3	3	FSCC	Cell Block	Cell Block	A and D	Cell Block
G	3	3	PRCC[g]	Cell Block	Cell Block	Cell Block	Outside Patrol

[a] Exp = Experience
[b] C.O. = Correction Officer
[c] ERC = Edmonton Remand Centre
[d] A and D = Admission and Discharge
[e] EYOC = Edmonton Young Offender Centre
[f] FSCC = Fort Saskatchewan Correctional Centre
[g] PRCC = Peace River Correctional Centre

Officer A

Although still relatively young, this officer had five years of effective work at the Edmonton Remand Centre. Officer A approached the first interview with confidence, offering to help in any way possible.

> It's about time somebody from training asked us what our job involves. It's a big job.

Being a serious-minded person, Officer A enjoyed responding to specific structural questions and was very task-oriented.

This experienced officer felt very positive toward the job:

> Generally I feel good about my job just overall -- the overall job itself.

Officer A felt very strongly about the need to be sensitive to inmates' needs, and to provide competent care and custody:

> You have to be in tune with their psych or you'll end up having someone die on you.

While on duty, this officer was observed to be very thorough, making a conscious effort to combat complacency by being very conscientious in securing doors, checking cells and not becoming negligent during routine tasks. Officer A appeared confident, firm and in control of each situation.

Officer B

Officer B bounced into the interview whistling a cheerful tune. This master of small talk chatted about the weather, hockey, the political scene, and conditions at the staff college where the researcher worked. However, once the researcher began the general questions, this officer provided a virtual fountain of knowledge about the Edmonton Remand Centre.

This officer appeared to be efficient, knowledgeable and energetic. Officer B felt the biggest problem to be boredom, which could lead to carelessness and a breakdown of security.

> I like to keep busy and if I have to sit there and there is nothing to do, I get bored. I don't like working on a Unit a lot of times because it is so quiet.

Officer B felt that the public had a distorted view of guards and viewed them as "tough, non-thinking individuals who beat up on inmates and threw them into tanks." This officer thought that the correctional officer required a lot of brain work and good offender management skills. Although this officer did not feel any responsibility for inmate behaviour or rehabilitation, the officer took the job of providing humane care, efficient secure custody, and firm control very seriously. When observed at work, Officer B was seen as being an excellent communicator, listening to inmates, taking appropriate action, and directing the inmates as necessary. Like Officer A, this officer was very concerned about security

and very thorough and exact in the count, locking doors, handling keys and observing inmates.

Officer C

Officer C displayed a cautious posture during the first few moments of the interview. The researcher chose many grand tour descriptive questions to help the officer relax and impart knowledge. The researcher realized that this officer could easily become defensive and left structural and contrast questions for a later session. The researcher was impressed by the officer's starched shirt, clean-cut appearance and conscientious attitude.

Although Officer C felt very misunderstood by the public in the job as a correctional officer, this officer experienced continuous growth and had become progressively more effective in the job as correctional officer. The public's image of a strong "iron man" with a gun is far from the truth of inmate management, according to Officer C.

> When I first started here, I was naive and had a time expressing authority toward inmates. I would tell an inmate to do something and he would say "no." I didn't know how to handle confrontations with inmates.

When observed at work, it was apparent that this officer had learned to handle confrontations with decisiveness, authority and patience. Officer C was aware that the three main duties were care, custody and control and, although this officer felt no responsibility for

rehabilitation, Officer C did realize the importance of being a character model for inmates.

> I try to be a positive authority role model and then, if their personal role models have been alcoholics, abusers, things like that, they can at least see some positive behaviour in the staff here at the Edmonton Remand Centre.

Officer D

The researcher felt slightly intimidated at the beginning of the interview by this large, self-assured individual. This officer was deliberate, goal-oriented and efficient in all responses. Officer D felt that the Alberta Justice Department, Correctional Services, had not provided enough training for the correctional officers, and he was very pleased to see that something was being done to ask the officers about what they felt was needed in the future in the way of training.

Officer D was an ambitious officer, well spoken and positive. This officer felt that correctional officers could feel pride in their job as the "work in the interest of safety and security for the community." This officer took security and custody most seriously and wanted "my nieces and nephews to have a safe place to grow up in." Officer D perceived a great working relationship with other officers, finding that one of the most satisfying aspects of the job. When observed at work, Officer D impressed the researcher with the confidence, decisive responses and thoroughness portrayed with prison routines.

Officer E

A jock, a buddy, a people-person entered the interviewing room with a smile and a joke. Officer E looked like an athlete and enjoyed team sports and the camaraderie of the Edmonton Remand Centre staff. This officer was very open and provided information freely from his 11 years of experience at the Centre.

This energetic young officer acknowledged that the job was "very stressful but the people I work with make the job a lot better." Officer E was a very supportive person who went out of the way to build up fellow officers, to ensure their safety, to defend their techniques in inmate management. Like the other four officers, this officer felt that care, custody and control were the three most important tasks. Officer E felt, during the years at the Edmonton Remand Centre, that personality changes had transpired, becoming more patient, more caring, more sensitive to inmate needs. While acknowledging that a correctional officer should not let "the inmates walk all over you," this officer did recognize a responsibility for providing humane care. When observed in action, Officer E was perceived to be a good listener with the ability to reduce tension and relieve anxiety. This officer worked hard at not allowing boredom to destroy thoroughness at routine prison tasks. Cooperation with the other officers helped create a

positive environment, particularly during an evening shift when the centre was very quiet.

Officer F

Officer F approached the first interview with a firm, friendly handshake, excellent eye contact and a word of encouragement for the researcher.

> Mr. Griffin, I'm excited about your study. There's so much negative stuff out there regarding correctional officers, it's about time someone realized we have an important job that's tough at times.

This was an officer who appeared to possess a positive self-image and took pride in many aspects of prison work.

This experienced officer felt that honesty was the most essential quality in correctional officer work:

> Being honest is the most important thing--honest with the inmates, honest with the other staff, and honest with the senior officers.

When interviewed, Officer F felt that inmate management courses were useless at the Remand Centre because the main aspect of one's job was security. When observed, this same officer utilized tremendous inmate management skills, displaying good listening skills, interacting appropriately with inmates, defusing tense situations with a calm, caring remark, and by being honest and sincere. Once again, the researcher observed efficient, thorough, decisive action when moving inmates, and locking up and securing cells.

Officer G

Officer G shook the researcher's hand with a firm but gentle clasp. Soft-spoken yet animated, this officer appeared anxious to talk. Officer G appreciated the open-ended questions and discussed at length the tremendous pain and suffering at the Edmonton Remand Centre. The researcher experienced some difficulty getting this officer to consider the positive aspects of the job, but discovered good results when contrast questions were used.

> If custody and control are viewed as negative aspects of your job, what ways are you able to show personal caring at work?

Officer G was considered an asset to the Edmonton Remand Centre by the researcher; however, the researcher felt that Officer G would find greater fulfilment if working at a centre such as Fort Saskatchewan Correctional Centre.

This caring officer found it difficult to say no to an inmate in pain or in a hurting situation. Officer G wanted to permit them an extra visit, make a phone call, or visit the hospital, but rules would not allow it. This officer would like to do more counselling and not have to be so conscious of the two main components of a correctional officer's work, custody and control.

> The only personal pride that I have is solving personal problems. If I go out and see something that could be harmful to inmates or staff and I do something about it then I get some personal pride out of that.

When observed, the ethnographer felt that this officer should go into counselling and perhaps work at an institution where rehabilitation is a priority. However, Officer G displayed the same effective characteristics of thoroughness, decisiveness, confidence and directness when controlling inmates and maintaining good security.

Correctional Officer Tasks

The final part of the study was to determine the tasks expected of a correctional officer. This was accomplished by passively observing two complete shifts at the Edmonton Remand Centre. The day shift and the afternoon shift had many common tasks, but each also had distinctive features.

Work Activities of the Correctional Officer

The main tasks of a correctional officer at the Edmonton Remand Centre consisted of caring for the inmate, custody of the inmate, and control of the inmate. These tasks were conducted in a variety of ways, depending on the shift -- day, afternoon, or night. During the day shift, the correctional officer was required to deal with all three aspects of his/her responsibilities.

Day Shift Tasks

The correctional officer on the day shift, in addition to his/her duties, dealt with supervision of inmates, housekeeping tasks and the personal interactions with the inmates. During the day shift, regular counts were made to ensure that all inmates were accounted for. The first count was taken when the shift came on duty to verify that all inmates were present and that they were alive and well before the night shift went home. Inmates were controlled while being fed their meals, which they ate in their cells. The announcement that breakfast, dinner or supper was being served was communicated to the inmates via a public address system. The top tier (there being cells on two levels) went to pick up their trays first. They were released from their cells using electrically controlled locks and moved to pick up their food trays. The inmates then returned to their cells and the cell doors were locked behind them. The same routine applied to the bottom tier, and again when inmates returned their trays to the servery. After all routines were completed, the correctional officers conducted a security check. This included officers going to each cell and checking to make sure all beds were made, that no contraband (word used by participants to identify articles which an inmate is not authorized to have) was visible.

Evening Shift Tasks

During the evening shift, after inmates were locked up for the night, the responsibilities of the correctional officer became very routine. Other than making their scheduled rounds, inspecting cells, and making sure the inmates were safe and secure, there was very little to do. The effective correctional officers took their responsibilities seriously. They checked each cell, taking time to make sure the inmates were alive and that there was no breach of security within the cell. This was not an easy task to complete as the officer did not want to wake up the inmates if they were asleep, yet it was important to determine if they were indeed breathing and present.

CHAPTER V

EMERGENT THEMES AND KEY INDICATORS OF JOB EFFECTIVENESS

Through Spradley's developmental research sequence method, the researcher used the data gathered from the interviews and observations to prepare a detailed analysis as described in Chapter III. These domain, taxonomic and componential analyses broke down the various prison tasks into small parts. Relationships among the parts and their relationship to the whole job were examined. Hence, five themes or roles of the correctional officer emerged from the analyses. The three major cultural themes/roles that developed were as follows:

- The correctional officer as a custodian;
- The correctional officer as a care giver; and
- The correctional officer as a communicator.

Two minor, but important cultural themes/roles emerged from the data gathered and the subsequent analysis:

- The correctional officer as a co-worker; and
- The correctional officer as a character model.

These five emergent cultural themes were the specific roles which the correctional officers play. The key indicators of job effectiveness were seen in the manner in which each correctional officer executed his/her role. At this point in the study, the effective correctional

officer became a very specific individual with definite personality characteristics. It is the intent of this chapter to report the findings of the emergent cultural themes.

Rationale for Selecting Key Indicators of Job Effectiveness

While interviewing, observing and analyzing the correctional officers' job, it became apparent that effective officers possessed certain skills, personality traits and knowledge which other officers lacked. Therefore, the criteria for a key indicator of job effectiveness became any word, phrase or sentence that would enable the correctional officer to be effective on the job. Before being selected as a key indicator of job effectiveness, the skills, personality traits and knowledge had to be verbalized by all participants during interviews, or displayed by all participants during observations. If they were not used, referred to or observed to be present in all participants, they were not included as key indicators of job effectiveness.

Theme One - The Correctional Officer as a Custodian

Perhaps the major theme that emerged from the data was that the effective correctional officer is primarily a security officer making sure the inmates are securely

locked away from society. All seven participants felt this to be the most important aspect of their job.

One incident, that of an inmate not arriving at the visiting area after he was called for, entailed the officer in the cell area having to determine the inmate's whereabouts and what had gone wrong with his movement. A search was called and it was determined that the inmate had been let off the elevator at the wrong floor. Other officers put the inmate back on the elevator and he was sent to the visiting area. During the entire shift, officers were checking doors, windows, locks and cell areas for custody breaches and contraband. Officer B bluntly stated: "I didn't see myself as a counsellor. I think that here, security is the main thing."

To be an effective custodian, the officer had to be very thorough, resilient to boredom and carelessness, firm, forceful, fair, quick-thinking and confident. Officers who were unsure of themselves or a little hesitant seemed less effective in their jobs. Officers who looked the inmate in the eye, stated their task in a clear, concise way, and executed the search or lock-up in an efficient manner were most successful in receiving inmate cooperation. As Officer E stated:

> This is one area where I don't take any guff from the inmates. They're here because they require lock-up. That's my job and that's what I'm going to do.

Although this theme of the officer as a custodian is the expected role, the researcher was pleased to see a

variety of positive personality traits as well as a myriad of positive interactions taking place while the officer took care of security. The officers did not seem to realize the tremendous inmate management skills they were utilizing during each shift. Officer A summed it up this way:

> If I have done a search or something, and found some contraband, it gives me real satisfaction that I have done a good job. I take personal pride in the fact that when I do my job, I do it right. Someone isn't going to get hurt because I didn't do my job right. If I feel comfortable that I have done a good job, then I feel satisfied.

Theme Two - The Correctional Officer as a Care Giver

Not only are the inmates of the Edmonton Remand Centre securely locked away, but they are cared for in a humane and reasonable manner.

During observations of officers in action during the day shift, the inmates were cared for in a myriad of ways, for example:

> Inmate: Hey Boss, they know I'm diabetic and need a special diet right away to keep my blood sugar right. I changed dorms you know.
>
> Officer: Sit on the bench and I'll call the kitchen to make sure you're getting a diabetic tray.
>
> Inmate: Our toilets clogged Boss. How the hell do you expect me to eat breakfast with that shit smell in my cell?
>
> Officer: We'll get Alberta Government services up here as soon as the inmates are fed. Meanwhile, you'll have to grin and bear it.

As the 56 inmates filed into the servery to pick up their breakfast trays, they were carefully observed by two officers -- one in the pod and one actually serving the trays. These two officers had little dialogue with the inmates but responded to their concerns with competent action. If an inmate gave them a hassle and banged on the pod (control room) window and constantly complained, such as the inmate with the clogged toilet, the inmate was dealt with directly, firmly and in a no-nonsense manner, as follows:

> Inmate: I want you to call the fucking plumber right now. I have the right to eat my breakfast in a clean cell, not in that fucking stinking hole. I want my fucking breakfast now.
>
> Officer: Lock up for the rest of the day. There are 55 other inmates here, and I've already notified Alberta Government Services about your problem. You never bang on the window -- you know that. One more word and I'll put you on charge.

The inmates' physical needs were taken care of with efficiency and concern. If the inmate was courteous to the officer, the officer was courteous back. If the inmate was belligerent and uncooperative, the officer was tough, unyielding and resilient. The inmate population on the fourth floor seemed to realize that the two correctional officers would take no guff and they passively followed the routine established.

When questioned directly, the participants were quick to point out that they did not feel any responsibility for the rehabilitation or emotional care of the inmate. They

all agreed that they would steer the inmate to a counsellor, a therapist, a psychologist, or whatever specific treatment was requested.

> It's not a cooperative system, it's -- I don't think that what I do as a correctional officer is going to change their attitude. I mean, I can help them get through the system, point them in the right direction and the rest is up to them. I don't feel there is any way I change inmate behaviour.

> You start off by saying that I can't promise you anything but I am here to listen. I just let the inmate talk. I will then provide a few options for the inmate and let him decide what services he or she needs.

It became clear that the effective correctional officer was a good care giver and a patient listener. One out of the seven participants felt that a difference could be made in changing the attitude of the inmate:

> I like to think that I can make a difference in terms to get the inmates to reflect on their present situation occasionally. You can't with every inmate obviously, but if you can with one or two this is rewarding.

During the routine day shift, the researcher witnessed correctional officers setting up dental appointments, escorting inmates to the medical centre, setting up appointments with a psychiatrist, and making sure that each inmate receive a proper diet and required medication. Although there is a small percentage of officers who fail to provide the necessary physical care of the inmates at the Edmonton Remand Centre, the participants/correctional officers observed on the job

felt that providing humane care of the inmates is an important aspect of their jobs.

Another example of caring was observed at 11:45 a.m. when an inmate was being released on $3,000.00 cash bail. He claimed that upon admission he had had $150.00 cash in his property and that he had not used any for canteen.

> Officer: Your money was signed over to your lawyer.
>
> Inmate: I never gave any authorization for that. I'm not leaving this fucking place 'till I get my money.
>
> Officer: I'm sorry, but your lawyer signed for your money, the responsibility for the money lies with him.

At this point, the inmate became very upset, and started yelling at the officer.

> Officer: Calm down. I'll tell you what we can do. You can call your lawyer on the telephone and inquire where your money is.

The inmate then established from talking to his lawyer that the money had indeed been signed over to the lawyer as part of a retainer fee (which the two of them had agreed upon at some time previously).

The effective care giver recognized that inmates are people with feelings. They are sensitive, good listeners, responsible and resourceful and, above all, very patient. It was important to note that the effective officer seemed to have an innate ability to discern the inmates who were trying to take advantage of them and had a very resourceful way of handling whiners and chronic complainers. All seven participants agreed that it is

essential for the correctional officer to know the Edmonton Remand Centre's rules and regulations when handling inmates' requests. While the researcher observed the day shift, it became very apparent that the correctional officers who were unsure of proper procedures caused tension, frustration and anger. The effective correctional officer listened patiently to the inmate's concerns and acted immediately and appropriately within the institution's rules.

Theme Three - The Correctional Officer as a Communicator

A very important theme emerged during each of the observations and interviews. The effective correctional officers were able to control the inmates in their charge because they were excellent communicators. They were able to inform the inmate concisely, directly and confidently as to what was expected of him.

To do this successfully, the correctional officer, once again, must know exactly the rules, routines, and the layout of the institution. Officers who were unsure of schedules, appointments and routines caused delays, arguments and confusion. As the researcher observed Officer C, he was impressed by the confident and determined ability to lead the inmates.

> Officer: Hello Tom -- it's time for your court appearance. Do you have all your belongings with you?

> Inmate: You screwed up bastard. I ain't going nowhere. This ain't even my day for court. It's Thursday.
>
> Officer: Tom, I have here all the necessary information: Tuesday, November 17, 1992, you are to appear in courtroom B at 0900 hours, so I'll be back in five minutes and you'll be ready; it's going to be okay -- your lawyer will meet you there.

When Officer C returned, Tom was ready and, although anxious and sullen, he went willingly with Officer C. Without confidence and sensitivity to Tom's anxiety, without Officer C's excellent eye contact and masterful leadership, this could have resulted in an ugly confrontation.

Not only do the officers control the inmates by using good communication skills, they also advise, inform, arrange and, above all, listen. All of the seven participants said listening to the inmates was one of their most important tasks. By listening carefully and responsively, the effective correctional officer is able to prevent fights, escapes, riots, suicides and even murders. As Officer D stated,

> One thing I find I do really well is listen. I am a very patient person and if an inmate has a problem I will talk to psychology and recommend a referral.

By listening effectively, the officer was communicating care and concern. The effective correctional officer could communicate institution directives, rules, regulations in a fair but firm manner. Rarely did the researcher witness communication which was

inhumane, cruel and unfair. The few incidents that did occur resulted in tension, anger and overt hostility. In all domains, the effective correctional officer was an effective communicator.

Theme Four - The Correctional Officer as a Co-worker

Correctional officers rarely work alone. For security and safety reasons, the Edmonton Remand Centre relies upon team work, assigning at least two officers to every unit. It thus became apparent that the effective correctional officer provided a supportive, helpful role to his/her fellow workers.

It is essential that the two officers on the same unit defend each other, adopt the same policy and back up each other's decisions to maintain proper care, custody and control. Inmates quickly learned the manipulative trick of playing one officer against another to gain privileges and favours. The effective officer had good dialogue with his/her working partner and came to a consensus on supervision, strategy and techniques. The effective officer shared his/her knowledge with the newer, less experienced officers and always backed another officer up in inmate confrontations. The seven participants felt that they had a good working relationship with their fellow officers. Jealousy, ambition, insecurity and low self-esteem can all lead to competition and disharmony among staff; however, these

were not perceived by the researcher during the observations or interviews. According to Officer D:

> I have not worked on some shifts, but on the ones I have worked, the relationship is fantastic. On the outside we may not say two words to each other, but while on the job you would never know it. That's for sure. That's probably what I enjoy most.

Although all participants felt that their managers and superiors did not give them the recognition and support they deserved, they did feel that their relationship to the other working officers was an important factor in their jobs.

Theme Five - The Correctional Officer as a Character Model

A sad reality found at the Edmonton Remand Centre lies in the fact that many of the inmates grew up in dysfunctional families. Alcoholic parents, relatives involved in crime, and physical, verbal and sexual abuse are common problems amongst the inmate population. A minor theme emerged during the interviews and the researcher's passive observations. Many of the effective correctional officers saw themselves as role models for disadvantaged inmates. Four of the seven participants mentioned this aspect of their work as a source of pride and satisfaction. Officer C put it this way:

> I thought that if I am a positive authority role model, if they see the people they have grown up with and then they look at us and see somebody that has made it in society, it gives them hope that maybe they too can become positive.

Officer E added this concept:

> Lots of these guys seem pretty rotten; then you look at their background and realize they've never had a chance. So, you figure maybe your honesty, fairness and care for somebody other than yourself might rub off on them since they never had decent role models when they were growing up.

Although this minor theme is worth including as an indicator of officer effectiveness, it was not as obvious as the pride experienced by the correctional officers when they were involved in care, custody and control. Discovering contraband, helping to prevent suicide by referral at the right time, preventing fights and riots, preventing escapes -- these were all evident sources of job satisfaction. The correctional officer as a character model was very much interwoven with the other emergent roles, since an officer executing his/her job effectively becomes a positive character model automatically, without conscious effort, for the inmate.

Key Indicators of Job Effectiveness

Table 3 provides an overview of the effective correctional officer at the Edmonton Remand Centre, in relation to the three major and two minor cultural themes that emerged from the study. The key indicators of job effectiveness were synthesized from the five cultural themes into the Table under the headings of skills, personality traits, and knowledge. The recurrent words and phrases which were selected as key indicators of job

effectiveness were those verbalized by all participants during interviews or displayed by all participants during observations under the above-noted three sub-divided headings.

Table 3
Key Indicators of Job Effectiveness

Skills	Personality Traits	Knowledge
• Providing a role model	Authoritative	Rules and regulations of institution routines
• A good listener	Caring	
• Work as a team member	Competent	Institution policy and procedures
• Thinks on the spot	Confident	
• Be forceful	Conscientious	
• Be direct	Decisive	
• Be methodical	Efficient	
• Be resilient to boredom	Energetic	
• Observe what is happening	Genuine	
• Be fair	Honest	
• Be firm	Patient	
• Be exact (tell an inmate exactly what they can and can't do)	Positive	
• Be thorough	Resourceful	
• Be supportive of other staff	Sensitive	
• Be cooperative with other staff	Sincere	
• Be responsive to inmates' needs	Tolerant	
• Back up partner		
• Provide care		
• Control inmates		
• Show concern toward inmates		
• Arrange appointments for inmates		
• Escort inmates		
• Demonstrate inmate management		
• Give clear and concise directions		
• Take action		

CHAPTER VI

SUMMARY, ETHNOGRAPHIC PORTRAIT, RECOMMENDATIONS

Summary

Spradley's development research sequence method (1979) proved to be a useful tool in establishing key indicators of job effectiveness of the correctional officer at the Edmonton Remand Centre. The data gathered through interviews and observations were analyzed through cultural categories known as domains. Each domain had three basic elements: cover term, included term and semantic relationship (Spradley, 1979). Through these domains and their relationships, five cultural themes emerged. The roles of care giver, custodian, communicator, co-worker and character model were recurrent in a number of domains. Simultaneously, the key indicators of job effectiveness emerged as the officer successfully executed each role.

The culmination of Spradley's D.R.S. method (1979) is the ethnographic portrait. The portrait became clearly defined throughout the study. The ethnographic portrait of an effective correctional officer at the Edmonton Remand Centre provides a holistic summation of the entire study.

An Ethnographic Portrait of an Effective Correctional Officer at the Edmonton Remand Centre

To most people, a prison guard is a tough, under-educated person who is ruthless and uncaring, and who locks away society's undesirables (Lombardo, 1989). The roles and functions of the effective correctional officer of the 1990s at the Edmonton Remand Centre completely disproves that myth; indeed, the correctional officer of today is a very skilled person who accepts many demanding and challenging roles. In order to carry out their three main tasks of care, custody and control of the 56 inmates on their shift, the correctional officers at the Edmonton Remand Centre must possess a thorough knowledge of institution rules and regulations.

As a custodian, the effective correctional officer is thorough, observant, conscientious, resilient to boredom, confident, methodical, very informed as to institution procedures and types of contraband, and skilled in inmate management. As a care giver, the effective officer manifests sensitivity, genuine concern, responsiveness and efficiency. As a communicator, the effective officer is able to give clear, concise directions, to listen and to take appropriate action, to arrange court appearances and other appointments, and to report any problems. As a co-worker, the effective officer is a supportive team worker, backing up his/her working partner(s) with confident, caring commitment. As a character model, the effective

officer constantly models honesty, sincerity, caring, tolerance and patience while executing his/her duties.

The effective officer takes pride in the knowledge that he/she is protecting society, that he/she provides for the physical needs of the inmates in a caring and humane fashion, and that he/she refers the inmate to the proper counsellors for treatment and assistance.

The effective correctional officer integrates the above-mentioned roles into his/her main task of maintaining institution security. A correctional officer's job is demanding, often routine, often dangerous, and always reliant upon excellent inmate management skills. A competent correctional officer is effective because of application of key indicators of job effectiveness. The effective correctional officer faces his/her daily tasks with patience, confidence, knowledge, authority and sensitivity which all result in good care, custody and control.

Recommendations for Use of this Study

Recommendation One

This research should not be generalized to serving centres within Alberta or other correctional facilities in other jurisdictions. However, this ethnographic portrait of an effective correctional officer would certainly be of interest to each staff training officer in the Alberta Department of Justice Remand Centres. It is recommended

that Remand Centre staff training officers review each of the five cultural themes and develop training activities to ensure that the key indicators of job effectiveness are included in future correctional officer training initiatives.

Recommendation Two

This study would be of further use at the Alberta Department of Justice Staff College as they plan and implement Correctional Officer Basic Training. It is recommended that the key indicators of job effectiveness be included in future correctional officer basic training courses presented at the Department of Justice Staff College.

Recommendation Three

Perhaps the best use for this study would be in personnel as a criteria for hiring future correctional officers. It is recommended that the Department of Justice, Human Resource Services, include the key indicators of job effectiveness in future hiring guidelines for correctional officers who will be employed in Remand Centres within Alberta.

Recommendation Four

As emerged from this study, specific personality traits are of vital importance to job effectiveness. It would prove beneficial if each personnel officer was aware of these characteristics and indicators of job effectiveness. It is recommended that personnel officers be trained to recognize the key indicators of job effectiveness which may be possessed and demonstrated by prospective job candidates during pre-employment interviews.

Recommendation Five

Further use for this study may be considered by the Canadian Association of Correctional Officers or the International Association of Correctional Officers, to provide a researched guide to the effective correctional officer. It is recommended that the Canadian Association of Correctional Officers and the International Association of Correctional Offices use the key indicators of job effectiveness to improve and further professionalize training for the correctional officer.

Recommendations for Future Research

Recommendation One. It is recommended that a replication of this research, with a larger sample of correctional officers, including a greater representation from serving centres, be undertaken to determine their

perception of what makes an effective correctional officer.

Recommendation Two. This study has identified five major roles of the correctional officer and key indicators of job effectiveness within those roles. It is recommended that each role be researched independently to further determine the skills needed to carry out care, custody and control, as well as to determine if the key indicators are the same as revealed in this study.

Recommendation Three. Since personality traits proved to be very important in correctional officer effectiveness, it is recommended that further research be conducted to determine whether these traits are teachable through staff training.

Recommendation Four. It is recommended that a quantitative study be conducted comprising a large selection of correctional officers to measure the frequency of the key indicators of effectiveness within each of the five major themes/roles.

Recommendations Five. It is recommended that further research be conducted to contrast effective correctional officers at a Remand Centre with correctional officers considered ineffective in their jobs at a Remand Centre.

Concluding Statement

Crime is a reality in today's society. Everyone desires protection from harmful individuals. To ensure the necessary protection, the correctional officer is a vital member of our community. The correctional officer's job is complex, involving many different roles, skills and positive personality characteristics. Proof of a correctional officer's effectiveness is visibly demonstrated by inmates who are humanely cared for, securely locked away from society, and capably controlled and directed. Key indicators of job effectiveness are found in the positive manner in which correctional officers execute their various tasks through personal confidence, patience, sensitivity, thoroughness, responsiveness, and extensive knowledge of institution rules and regulations.

An effective correctional officer is truly a professional who deserves society's admiration and respect.

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APPENDIX A

MAKING A DOMAIN ANALYSIS

1. SEMANTIC RELATIONSHIP: MEANS – END
2. FORM: X IS A WAY TO DO Y
3. EXAMPLE: LISTENING TO AN INMATE IS A WAY TO SHOW CARING

Included Term	Semantic Relationship	Cover Term
• Serving breakfast/lunch/ supper • Arranging court appearance • Listening to an inmate • Arranging a visit • Supervising an inmate • Counselling an inmate • Arranging telephone calls • Accessing physical needs • Accessing personal needs • Referring to psychologist/ doctor • Identifying problems • Referring to problems • Communicating • Being understood • Setting an example	IS A WAY TO	SHOW CARING

STRUCTURAL QUESTIONS:

How does the correctional officer show caring for the inmate?

1. SEMANTIC RELATIONSHIP: CAUSE – EFFECT
2. FORM: X IS A RESULT OF Y
3. EXAMPLE: IDENTIFYING AN INMATE PROBLEM IS A RESULT OF CARING

Included Term	Semantic Relationship	Cover Term
• Rehabilitation • Changed behaviour • Well run cell block • Reduction in contraband • Reduction in stress • Sound nutrition • Safety	IS A RESULT OF	CARING

STRUCTURAL QUESTIONS:

How does caring for an inmate help in the supervision of the inmates?

1. SEMANTIC RELATIONSHIP: MEANS – END
2. FORM: X IS A WAY TO DO Y
3. EXAMPLE: COUNTING INMATES IS A WAY TO MAINTAIN CUSTODY

Included Term	Semantic Relationship	Cover Term
• Counting • Checking • Listening • Searching inmates/cells • Locking up • Writing reports • Supervising • Escorting	IS A WAY TO	MAINTAIN CUSTODY

STRUCTURAL QUESTIONS:

What are the ways a correctional officer maintains custody?

1. SEMANTIC RELATIONSHIP: MEANS – END
2. FORM: X IS A WAY TO DO Y
3. EXAMPLE: SEARCHING INMATES IS A WAY TO MAINTAIN CONTROL

Included Term	Semantic Relationship	Cover Term
• Searching inmate/cell • Locking up • Withdrawing privileges • Laying a charge • Reporting • Communicating • Counting • Checking • Controlling movement • Applying policy and procedures • Applying directives	IS A WAY TO	MAINTAIN CONTROL

STRUCTURAL QUESTIONS:

What are the ways a correctional officer maintains custody?

1. SEMANTIC RELATIONSHIP: FUNCTION
2. FORM: X IS USED FOR Y
3. EXAMPLE: HANDCUFFS ARE USED FOR SECURING INMATES

Included Term	Semantic Relationship	Cover Term
• Handcuff • Key • Closed circuit television • Cell • Leg irons • Searches inmate/cell • Observation • Report writing • Listening	IS USED FOR	CONTROL

STRUCTURAL QUESTIONS:

What are the things and activities used to control inmates?

1. SEMANTIC RELATIONSHIP: STRICT INCLUSION
2. FORM: X IS A KIND OF Y
3. EXAMPLE: REFERRING INMATES IS A KIND OF COUNSELLING

Included Term	Semantic Relationship	Cover Term
• Consoling • Listening • Arranging • Referring • Communication	IS A KIND OF	COUNSELLING

STRUCTURAL QUESTIONS:

In what ways do correctional officers use counselling skills on the job?

1. SEMANTIC RELATIONSHIP: SPACIAL
2. FORM: X IS A PLACE IN Y
3. EXAMPLE: A CELL IS A PLACE IN THE CELL BLOCK

Included Term	Semantic Relationship	Cover Term
• Control • Cell • Recreation area • Shower room • Bathroom	IS A PLACE IN	CELL BLOCK

STRUCTURAL QUESTIONS:

What are all the places in a cell block?

1. SEMANTIC RELATIONSHIP: RATIONALE
2. FORM: X IS A REASON FOR Y
3. EXAMPLE: RECOMMENDING AN INMATE FOR A DRUG REHABILITATION PROGRAM IS A REASON FOR PRIDE

Included Term	Semantic Relationship	Cover Term
• Doing a good job • Helping • Backing up • Finding contraband • Assisting • Assessing problems	IS A REASON FOR	PRIDE

STRUCTURAL QUESTIONS:

How does a correction officer achieve pride in his job?

APPENDIX B

MAKING A TAXONOMIC ANALYSIS

TAXONOMIC ANALYSIS FOR KEY INDICATORS OF JOB EFFECTIVENESS OF CORRECTIONAL OFFICERS AT THE EDMONTON REMAND CENTRE

COVER TERM	CARING

1. PHYSICAL
   - 1.1 Clothing
     - a. Personal
     - b. Institutional
   - 1.2 Cleanliness
     - a. Personal
     - b. Institutional
   - 1.3 Relationships
     - a. Inmates
     - b. Officers
   - 1.4 Health
     - a. Medical
     - b. Psychological

2. NUTRITION
   - 2.1 Meals
     - a. Breakfast
     - b. Lunch
     - c. Supper
   - 2.2 Drugs
     - a. Restricted
     - b. Prescribed

3. CELL
   - 3.1 Bedding
     - a. Mattress
     - b. Sheets
     - c. Pillow
     - d. Blanket
   - 3.2 Lighting

COVER TERM CARING

4. LISTENING

4.1 Problems

a. Personal
b. Institutional
c. System
d. Organizational

4.2 Acting

a. Resolving

4.3 Referring

a. to administration
b. to supervisor
c. to family
d. to court
e. to visits
f. to chaplain

spiritual
death
counselling

g. to medical
h. to psychologist

5. COUNSELLING

5.1 Personal

a. Sentence
b. Emotional
c. Suicidal
d. Stress
e. Problems

5.2 Institutional

a. Accommodation
b. Conflict
c. Problems
d. Canteen
e. Visiting

COVER TERM	CUSTODY

1. DYNAMIC

    1.1 Searching

        a. inmate
        b. cell

    1.2 Lock Up

        a. cell block
        b. cell

    1.3 Closed Circuit Television

2. STATIC

    2.1 Cell Block

        a. Construction

    2.2 Cell

        a. lock
        b. bars
        c. grill
        d. vents
        e. windows

3. EQUIPMENT

    3.1 Flashlight

    3.2 Restraint Equipment

        a. handcuffs
        b. leg irons
        c. belly chain
        d. keys

    3.3 Note Pads

    3.4 Coveralls

    3.5 Gloves

COVER TERM	CUSTODY

4. COUNTING

4.1 Formal

a. shift take-over
b. meal time
c. major movement
d. escape
e. night shift

4.2 Informal

a. periodic

5. PATROLS

5.1 Building

a. cell
b. cell block
c. recreation

6. EMERGENCY CODES

6.1 Code 66

a. conflict between offenders

6.2 Code 77

a. escape

6.3 Code 88

a. fire

6.4 Code 99

a. medical emergency

7. LOG BOOK

7.1 Recording events

a. daily
b. inmate name
c. staff name
d. shift change over certification
e. security inspections
f. counts
g. patrols
h. admittance
i. discharges
j. unusual observations

COVER TERM	CONTROL

1. SEARCHING

   1.1 Inmate

      a. routine
      b. clothed
      c. strip
      d. internal

   1.2 Cell

      a. routine
      b. thorough

   1.3 Cell block

   1.4 Recreation area

2. LOCKING UP

   2.1 Inmate

      a. cell
      b. segregation

3. WITHDRAWING PRIVILEGES

   3.1 Telephone

      a. local calls
      b. long distance calls

   3.2 Watching television

   3.3 Recreation

      a. within the cell block
      b. gym

   3.4 Visits

      a. requested

COVER TERM	CONTROL

4. CHARGING

4.1 Institutional

a. dirty cell
b. sleeping in
c. bed not made

5. RESTRAINT EQUIPMENT

5.1 Handcuffs

a. front
b. behind
c. between

5.2 Leg irons

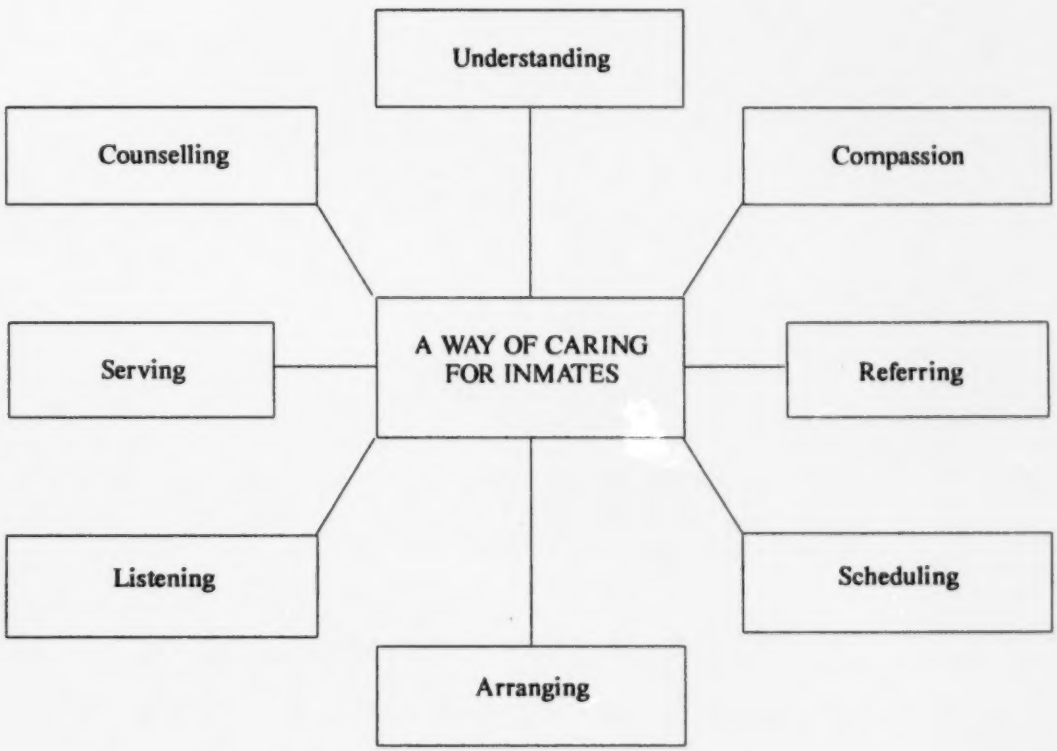
a. application sitting
b. application standing

5.3 Restraint belts

APPENDIX C

CULTURAL THEME ANALYSIS

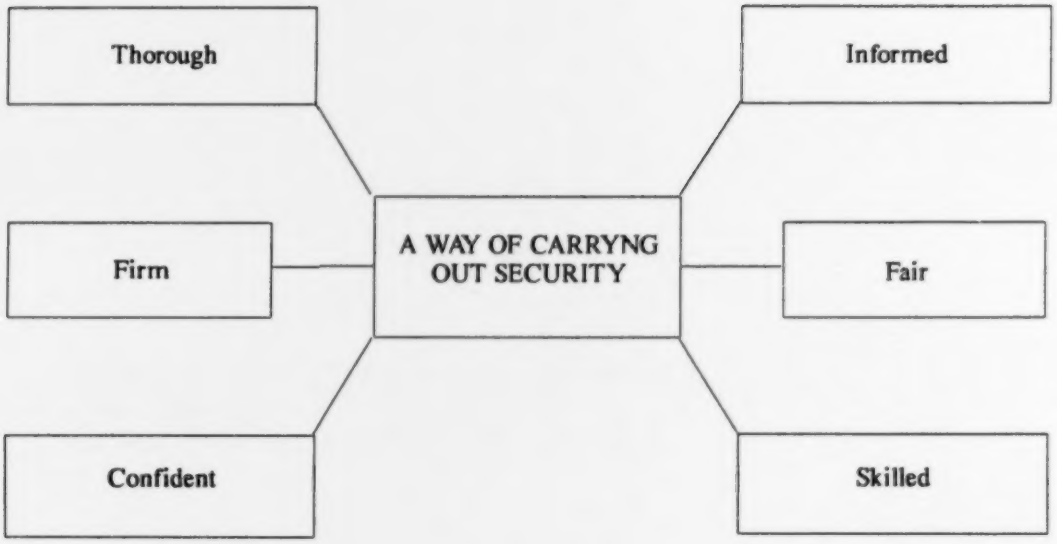
THE CORRECTIONAL OFFICER AS A CARE GIVER



CULTURAL THEME

A correctional officer should be interested in helping inmates

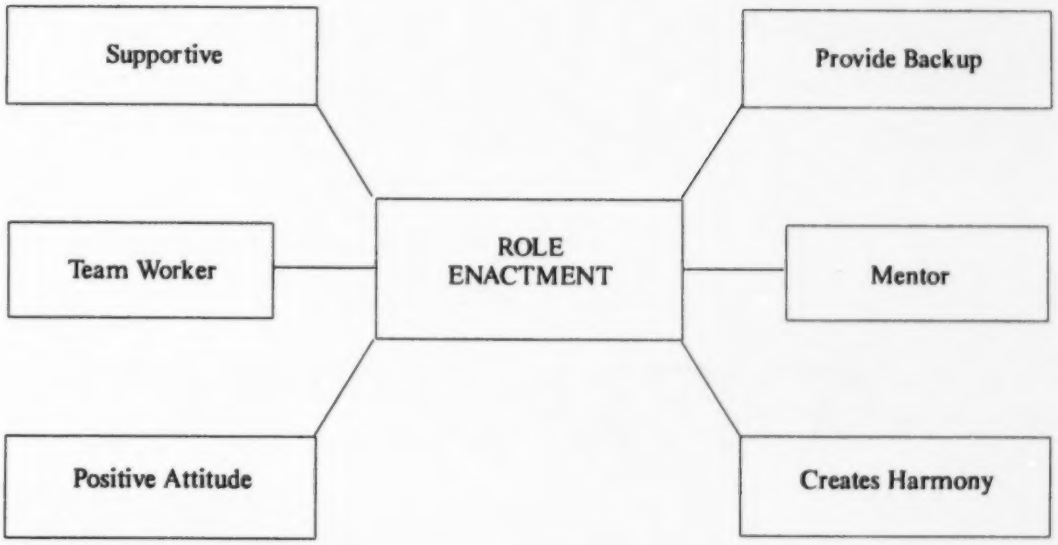
THE CORRECTIONAL OFFICER AS A CUSTODIAN



CULTURAL THEME

A correctional officer should be capable of maintaining security

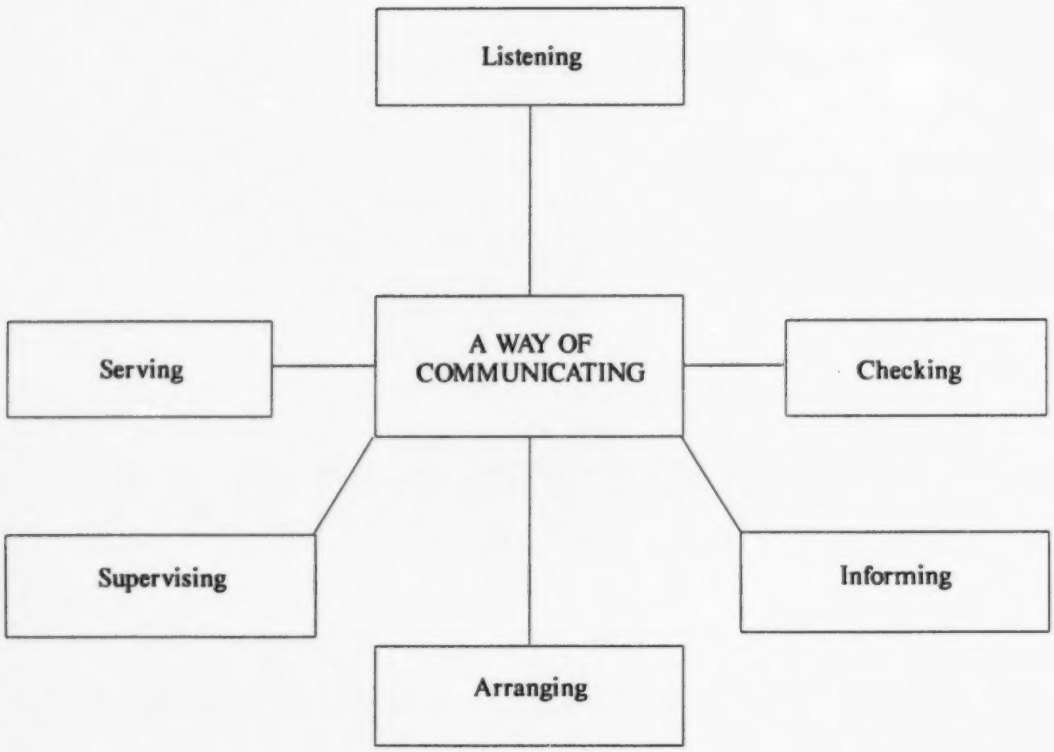
THE CORRECTIONAL OFFICER AS A CO-WORKER



CULTURAL THEME

A correctional officer should be able to work on a team

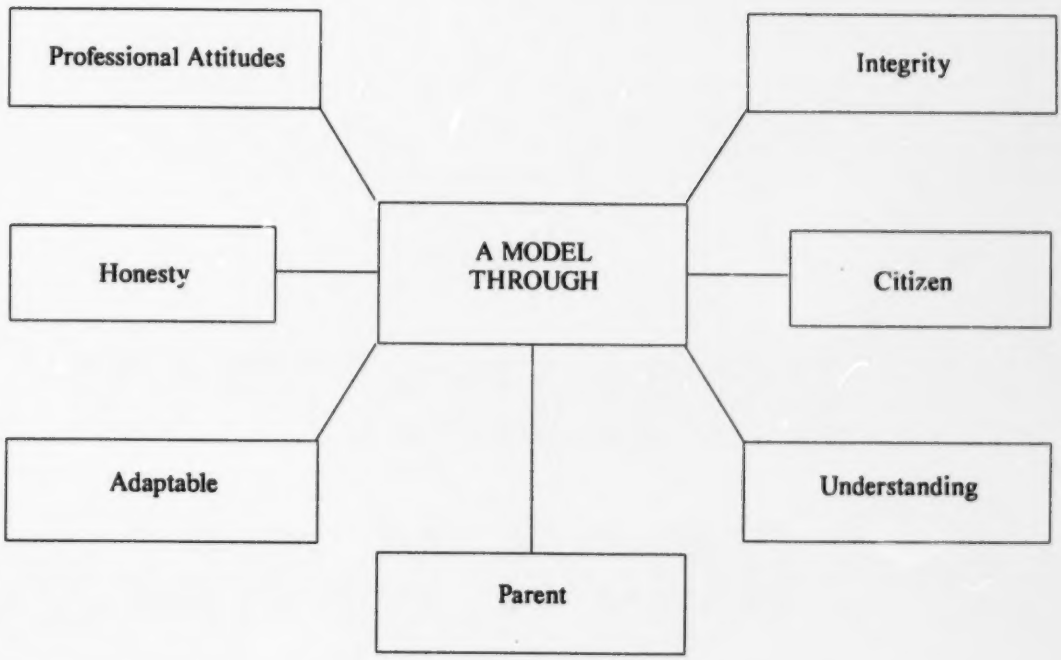
THE CORRECTIONAL OFFICER AS A COMMUNICATOR



CULTURAL THEME

A correctional officer should be capable of communicating effectively

THE CORRECTIONAL OFFICER AS A CHARACTER MODEL



CULTURAL THEME

A correctional officer should be able to serve as a role model for inmates

APPENDIX D

INTERVIEW SCHEDULE

Interview Schedule

1. Initial orientation meeting with selected correctional officers to:

   - Explain study
   - Authorization letter signed
   - Explain confidentiality
   - Explain use of study
   - Provide questions

1. Interview meeting to:

   - Secure data on questionnaire

3. Follow-up meeting to:

   - Provide feedback to participants on results of questionnaire, and clarify any further questions

APPENDIX E

APPROVAL LETTER

Approval Letter

July 10, 1992

From: C.W. Griffin
Manager, Correctional Training
Alberta Solicitor General Staff College

To: S. Benner
Director
Edmonton Remand Centre

Subject: Study of Key Indicators of Job Effectiveness of Correctional Officers at Edmonton Remand Centre

Realizing that the position of correctional officer is of vital importance to the security and well being of our society, it is discouraging to read reports that reveal the lack of powerlessness, job effectiveness and job satisfaction amongst correctional officers.

In conjunction with the University of Alberta Master's program in Adult Education, I am preparing a study which should point out the key indicators of job effectiveness of correctional officers at the Edmonton Remand Centre. The results of this study could then be used to prepare further staff training, possible refresher courses and professional development. This will be a qualitative study of in-depth perceptions, observations and behaviours of five carefully chosen correctional officers.

To add credibility, I am requesting the involvement of three senior managers to provide guidance to the selection criteria for the five officers. I have identified Ben Thomas, Larry Grotkowski and Pat Thauberger to participate in this, with a time commitment of approximately two hours.

After the five correctional officers have been identified, and consent received from them to participate in the study, each will be interviewed and provided with background information concerning the study. Approximately three interviews will take place to gather the required data to complete the study, requiring approximately three hours of their time.

I would appreciate your approval of this approach and thank you for your cooperation in this important area of job effectiveness amongst our correctional officers.

C.W. Griffin

APPENDIX F

LETTER FOR SELECTION CRITERIA PANEL

Letter for Selection Criteria Panel

July 13, 1992

From: C.W. Griffin
Manager, Correctional Training
Alberta Solicitor General Staff College

To: Ben Thomas, Deputy Director, Administration
Larry Grotkowski, Assistant Director, Training
Pat Thauberger, Psychologist

Subject: Panel for Identification of Selection Criteria for Alberta Solicitor General Correctional Officers at the Edmonton Remand Centre

Realizing that the position of correctional officer is of vital importance to the security and well being of our society, it is discouraging to read reports that reveal the lack of powerlessness, job effectiveness and job satisfaction amongst correctional officers.

In conjunction with the University of Alberta Master's program in Adult Education, I am preparing a study which should point out the key indicators of job effectiveness of correctional officers at the Edmonton Remand Centre. The results of this study could then be used to prepare further staff training, possible refresher courses and professional development. This will be a quasi-qualitative study of of five carefully chosen correctional officers.

To add credibility, I am requesting the involvement of three senior managers to provide guidance in selecting criteria and participants for a pool of ten correctional officers to participate in this study. From this pool of ten correctional officers, I will select two to conduct a pilot study, and five for the main study. You are one of the senior managers I have chosen. You and the other two managers will decide on such criteria as age, gender, work classification, duration of employment, educational level, and shift schedule. The ten correctional officers selected should be perceived as being effective on the job.

I would appreciate a short 15 minute meeting with you to explain my study and your contributions, and would anticipate a later one-hour meeting to finalize our proposed selection criteria.

Thank you for your cooperation in this important area of job effectiveness amongst our correctional officers.

C.W. Griffin

APPENDIX G

COVERING LETTER

Covering Letter

Faculty of Extension

University of Alberta

Dear Participant:

The job effectiveness interview is designed to obtain information regarding key indicators of job effectiveness. The results will be used by the Solicitor General, Human Resource Services Branch, as a potential guide for future training and staff development needs. The study will be used as partial fulfilment of the requirements for a Master of Education degree at the University of Alberta. Permission has been obtained from Mr. S. Benner, Director, to conduct the study.

As a participant, my request is that we meet on three occasions: orientation meeting, interview meeting and follow-up meeting.

All information will be anonymous and will be processed at the University of Alberta which will assure complete confidentiality. You have the right to opt out of this process at any time.

Thank you for your assistance. It is sincerely appreciated.

Respectfully,

C.W. Griffin
Graduate Student

APPENDIX H

RESEARCH CONSENT FORM

Research Consent Form

I freely agree to participate in the research project entitled ***Key Indicators of Job Effectiveness of Correctional Officers.*** I fully realize that my participation is of my own choosing and I have the right to opt out of the process at any time. The project has been satisfactorily explained to me and all my questions have been satisfactorily answered.

Signature of Participant	**Date**
Signature of Researcher	**Date**

APPENDIX I

BACKGROUND DATA SHEET AND INTERVIEW GUIDE

Background Data Sheet and Interview Guide

Adapted from Lucien Lombardo (1989), Guards Imprisoned Correctional Officers at Work, second edition.

1. AGE: _____

2. EDUCATION: 1=high school
   2=some college
   3=associate's degree
   4=bachelor's degree
   5=bachelor's degree plus
   6=master's degree

3. Number of college courses since becoming an officer _____

4. Educational level when became an officer _____

5. Number of weeks training before put on job _____

6. Number of in-service training courses completed _____

   Valuable? _____

WORK EXPERIENCE

1. Number of years as correction officer _____

2. Number of years at Edmonton Remand Centre _____

3. Other institutions worked at:
   i. _____ years _____

   ii. _____ years _____

   iii. _____ years _____

   Present job assignment: _____ Shift: _____

a. Previous job assignments:

i. _____ Shift _____ years _____

ii. _____ Shift _____ years _____

iii. _____ Shift _____ years _____

b. Preferred job assignment _____ Why? _____

c. Job assignment least preferred _____ Why? _____

d. Preferred shift _____ Why? _____

e. Least preferred shift _____ Why? _____

RECRUITMENT

1. How did you come to be a correction officer?

2. What jobs did you hold before?

JOB DESCRIPTION

If you had to describe to someone who did not know anything about your work, what you do as a corrections officer, what would you tell them?

What's the biggest problem you have in doing your job?

What's the most difficult thing about your job?

GENERAL QUESTIONS

1. If somebody was thinking about becoming a corrections officer and he/she asked you what the ***BEST THING*** about the job was, or what you found most satisfying, what would you tell him/her?

2. How about your personal relationships with other officers? How would you characterize these?

3. What recognition do you receive for a job well done?

4. Do you expect to be recognized for what you do?

5. In what aspects of your job do you experience personal pride and a sense of a job well done?

OFFENDER MANAGEMENT QUESTIONS

1. In what ways do you feel that you have helped inmates change their attitude towards more positive social behaviour?

2. What offender management skills are you able to use when communicating with inmates?

3. How would you find out if a particular inmate was having problems?

SECURITY QUESTIONS

1. Since the essence of your job revolves around security skills, what problems do you encounter?

2. How do you deal with conflicting expectations in your role as a security officer and your role as a counsellor?

3. If a new officer was coming into the institution, what would you tell him/her about maintaining security and establishing authority over inmates?